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ABSTRACT

Five members of the planning committee for the proposed Mission College campus took an inspection tour of five exemplary colleges in the East and Middle West: Miami-Dade Junior College, Miami; Brookdale Community College, Lincroft, N.J.; Governors State University, Crete, Ill.; Oakland Community College, Orchard Ridge Campus, Farmington, Mich.; and Meramed Community College, St. Louis. This report of the visits covers the following topics: planning processes; goals and objectives; instructional organization; administrative organization; instructional strategies; unique uses of instructional space; support services; admissions, counseling, testing, placement; and faculty structures and rewards. A description of other fact-finding tours, analyses of faculty and student surveys and an institutional goals inventory, and the proposed philosophy and goals are also provided. (KM)

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WEST VALLEY JOINT COMMUNITY COLLEGE DISTRICT

Mission College
Part I
Developmental Study
August 1, 1973

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TO: The Governing Board

FROM: Mission College Planning Committee

Attached is a report on the first phase, the investigative phase, of our study with respect to the projected Mission College campus.

We enjoyed this experience and are grateful for the opportunity given us. We believe that the attached document, although it might appear to have diverged at times from demonstrably objective language, does, in fact, explicate student, faculty and community needs. We believe that it also proposes a philosophy that is deserving and effective. Finally, we believe that this document can serve as a firm base for a worthy educational specification.

We are indebted -- and wish to accord our thanks -- to the many faculty and students who responded to our surveys, to two tireless and most helpful resource persons, Mary Jensen and Jerry Sharp, and to Laura Peterson for all the help she gave the writer.

Respectfully submitted,

Lewis Thomas
For the Committee

THE MISSION COLLEGE PLANNING COMMITTEE:

Tish Cole
Ken Colson
Bill Duquette
Steve Keller
Joe Livingstone
Warren Sorenson
Marvin Spohn
Lewis Thomas
Jan Winton

THE EDUCATIONAL PLANNING TOUR

On April 1-5 inclusive, five members of the planning committee, Jan Winton, Steve Keller, Lewis Thomas, Bill Duquette and Tish Cole, and two staff members, Mary Jensen and Jerry Sharp, undertook a comprehensive inspection tour of five colleges on the East Coast and Middle West, colleges which have been recognized in one or more aspects of operation as exemplary. The institutions visited:

Miami-Dade Junior College, Miami, Florida

Brookdale Community College, Lincroft, New Jersey

Governors State University, Crete, Illinois

Oakland Community College, Orchard Ridge Campus,
Farmington, Michigan

Meramec Community College, St. Louis, Missouri

The pattern for the visitations generally consisted of a briefing session by one or more officers of the institution after which members of the visiting team went their separate ways, according to his or her specialty. Informal "summary" sessions followed, at the college itself or even in the car on the way to the airport for the next visitation. All parties were alerted to pick up any and all available printed material, and they did so. Finally, back home, at a "put-it-all-together" session, team members put their impressions on tape, keying their remarks to the printed exhibits. Largely on the basis of this session and attendant and additional exhibits, a visitation report is herewith offered covering these general topics:

Process Used for Planning

Goals and Objectives

Organization, Instructional

Organization, Administrative

Instructional Strategies

Unique Uses of Instructional Space

Support Systems

Admissions, Counseling, Testing and Placement

Faculty Structures and Reward Systems

PROCESS USED FOR PLANNING

Planning - Miami

In the planning of its south campus, Miami-Dade initiated a process by which department heads discussed basic requirements with their faculties in a series of first meetings. In a second round of meetings with faculties, imaginative teaching theories were explored. Finally, the staff collected positive and negative reactions by members of their faculty who had toured other facilities. The resultant educational specification, said Miami-Dade officials, was invaluable to the planners of the south campus.

The foregoing, printed almost verbatim in a Miami-Dade brochure, reflects fairly adequately the approach now being employed by the Mission College Planning Committee.

Finally, with respect to architectural planning at Miami-Dade, it seems appropriate to reproduce two additional paragraphs from the above-mentioned brochure:

"The buildings are individual, but strongly unified by their geometric masses and the use of exposed concrete and precast paneled walls. Generous roof overhangs produce pronounced shades and shadows. Although the buildings are solid elements, open space runs into and through them. Their effect is simple, but not plain. The exposed structure is sandblasted concrete with precast panels which have light coral rock aggregate faces and accent areas of all white or brown glass mosaic.

"Educational specifications notwithstanding, it is certain that future use of interior spaces will change. Even between phases -- use rearrangements will occur. Long span construction permits partition relocation; although low partitions subdivide areas such as teaching (and) offices, removable or folding partitions have been called for only where there is certainty of frequent use. The most flexible feature of South Campus is its large variety of facility sizes and shapes."

The planners, while emphasizing that no occupant of any parked car would be no more than five minutes' walk from any building, nonetheless expressed a determination that the college's plazas and core buildings would be a place "where pedestrians can escape the world of the automobile".

Planning - Brookdale

A published "history" of Brookdale Community College offers an excellent summary of the steps in planning:

Brookdale was established in July, 1967; Dr. Ervin L. Harlacher was named President in February, 1968; and a 221-acre site in Lincroft, New Jersey, was purchased in March of that year.

Dr. Harlacher recommended to the governing board that the General Learning Corporation be engaged for development of a master plan for the college, and this was done. Included was to be a study of the community -- its people, their life styles, their aspirations, their means of supporting themselves, an enrollment forecast, an estimate of programming and staffing needs, a plan for comprehensive development of the new site, and a "comprehensive set of educational specifications to be used by the college architects".

Brookdale committed itself to five major purposes:

1. Preparation of students for advanced (transfer) study
2. Occupational (two-year, terminal) education
3. General education
4. Student development (guidance and counseling)
5. Community services.

One of the key people in Brookdale planning appears to have been an individual from General Learning Corporation who acted as a liaison, or interpreter, of the General Learning Plan, with Brookdale's architect. At the conclusion of the contract, the college hired this indivdual, as a vice-president, to continue the task of relating architecture and the general education plan. The college early elected a systems approach and it has been dominant in all phases of planning and resultant educational philosophy.

Chief administrators -- and even instructional staff -- were engaged well before Brookdale opened. The latter thus had sufficient time to prepare materials for a markedly innovative educational program.

A prime element in the Brookdale instructional approach has been its Learning Resources Center. As a matter of fact, ultimate plans call for it to be closely akin not only philosophically to the educational plan, but also geographically contiguous to all the learning subdivisions (see Instructional Organization, Brookdale). The Center -- and various sub-centers -- are designed as multi-media facilities with functional spaces to permit use of books, magazines, indexes, recordings, films, microfilms and learning "packages".

Working closely with the Learning Resource Center is the Instructional Developmental Laboratory, which produces various learning media and aids faculty in development of learning programs -- elucidating objectives as well as producing learning packages.

Planning - Governors State

William Engbretson, president of Governors State, a man who appears to be generally and irrevocably "hooked" on the idea of meaningful enlightenment, believes that overall institutional objectives should not be the result of a single community needs assessment. Rather, there should be exhaustive investigation first in a community in order to know what you want to find out. In other words, before you can ask the question, you must know what the issue is.

Specifically charged by the Report on New Senior Institutions of the Illinois Board of Higher Education to a role of manifest community involvement, Governors State initially interviewed about two thousand people in the region as to what they thought were their broad educational needs. These results were fed into a data sort to identify common strains. The next questionnaire was devised on the basis of these common strains. Governors State went through 12 of these questionnaires, slowly identifying areas of need.

The staff then hired 12 of what they considered to be the nation's leading personalities in key areas, and they took part in what later became known as "squatters'" sessions. These squatters, who presumably were selected on the basis of what the community survey revealed as community needs, would then expound on what they believed to be the future of education on the basis of their "specialty".

Out of the notes of the squatter sessions came a great many ideas. On the basis of these notes and the data sorts, a set of planning parameters emerged.

Governors State then proceeded to hire personnel -- well ahead of time, first adminstrators and then faculty (faculty, even, as much as eight months ahead of time).

On going sessions were then held, in an old farmhouse, with administrators, faculty, hired consultants and "experts" in particular disciplines. Objective of the "brainstorming" session was to get verbal concepts on paper.

Slowly the most important concepts -- the ones the college wanted some answers on -- were sorted out.

It seems apparent that Governors State has gone to elaborate, painstaking effort to find out what its community needs. Then, utilizing the knowledge of authorities in particular disciplines and of how people learn, they have attempted to establish how best to meet those community needs. Finally, it appears that Governors State has shown determination that faculty and staff be not only well-informed in, but be a vital part of, the process. One wonders how better to meet the assignment.

In a "rap" session by members of the Mission College Planning Committee after the inspection trip, one member pointed out that there is a sameness about many of the so-called avant garde ideas evident at several of the colleges, colleges recognized for their progressiveness. It was suggested that any college, planned in the late sixties and worthy of the label, progressive, might now be far removed from the mold of Governors State or Brookdale. It was further suggested that there is a sameness about a large bulk of the California community colleges, because they were planned at about the same time. The suggestion is that they were good in their day, but their day has passed.

The committee urges that planners of the Mission College campus seriously ask themselves whether planning concepts now honored in California may not be somewhat behind the times.

Planning - Oakland

Oakland Community College was a year in planning. An outside consulting firm was employed -- a firm which was not educationally oriented -- and this apparently led to some problems in the early stages. The college brought in some leading personnel from all over the country, persons who were committed to trying something different in educational planning and instruction. Faculty members were brought in three to six months ahead of the opening of the first college. (It is interesting to note that West Valley College allowed no such "head start" in 1963.) The college has been committed, from the outset, to a systems approach to both instruction and management.

Planning - Meramac

What is purported to be the highlights for the planning of the Junior College District of St. Louis, of which Meramac Community College is a part, is contained in a district brochure published in July, 1968.

In 1958 a group of civic-minded individuals began investigating the need for such a district in St. Louis. Population data (current and projected), expansion plans for all existing universities, colleges and junior colleges in the area were studied. Employers in the area were polled in an effort to ascertain their managerial, professional, supervisory, skilled and unskilled labor needs in the next 15 years. Also a survey of aspirations of representative groups of high school seniors was undertaken.

Result of all the study was a clear indication of the need for the junior college district. Enabling legislation was passed by the State Legislature in 1961. Voters overwhelmingly approved establishment of a Junior College District in 1962.

According to the brochure, a ten-year Master Plan, prepared by the staff, was adopted by the Board of Trustees. It included the construction of necessary buildings for three colleges -- with provisions for the erection of temporary structures, to be used until the master building plans were completed in 1970.

The plan also outlined the philosophy of the Junior College District which is to serve the needs of the entire community -- with a wide range of educational opportunities. Expert counselors help students to discover and develop their talents to the fullest so that they may advance in their careers and learn new skills.

GOALS AND OBJECTIVES

Goals - Miami

The institutions visited have published their overall goals and objectives in pretty much the same traditional format as all junior colleges, and the committee has no wish to burden the readers with these statements. However, we believe that some portions of some of the statements are worthy of consideration.

Miami-Dade, for example, aspires "to accept the student as he is, and to provide him with opportunity to take his next steps according to his choice". The college also desires to provide a sufficient diversity of programs and ease of lateral movement (italics added) so that a maximum of students will find appropriate programs without unduly extending the length of time necessary for a course of study.

Two committee members took a close look at the so-called "house" plan at Miami-Dade's downtown campus, a plan which evolved as a direct result of certain pressing objectives. Primary reason given for the house plan was that the student population for the downtown campus would be basically of the low socio-economic class and that the students would need support. It was reasoned that many of the students coming from this low socio-economic class have no place to go and the college would indeed constitute a "home" and a place in which the student could gain some identity. The plan involves a "cluster" concept of a sort, in that all services, food and instruction are provided in one learning resource in one geographical area. When one "house" fills up -- approximately 1200 FTE -- another is organized.

Heady to extreme -- and highly subjective -- though it may strike the reader, the following excerpt from objectives of the Miami-Dade downtown campus is perhaps noteworthy: "...the institution must find ways to adapt itself to the uniqueness of each of its students, rather than making itself a single, fixed and impersonal obstacle course through which all students must compete to the final grade against each other. This means that for those students who need structure, discipline, and conventional measures of achievement, it provides for these things; for those who need new approaches to the learning process, who need freedom to learn and grow, it provides the means to these as well as a healthy climate for individual learning and growth. This means that the new (downtown) campus must screen people in, not out; must seek means of evaluation which are positive, not punitive; and must attempt to hold onto people who need help rather than rejecting them as unfit. This means a campus which does not abandon standards and the pursuit of excellence, but a campus whose standards extend in every direction."

Goals - Brookdale

Prior to the opening of Brookdale Community College in the fall of 1969, its trustees adopted a "platform" of goals and objectives which embodied a general philosophy of equalizing post high school educational opportunities for all. Brookdale administrators then conducted a series of workshops on institutional goals and performance objectives to be attained "at a cost not to exceed the average cost per FTE of the other community colleges in New Jersey". Some salient stipulations of the Brookdale "mission" are abstracted below:

A systems approach is applied for all undertakings.

Effectiveness of all activities is measured in terms of outcomes.

Outcomes of learning experiences are stipulated for each course in terms of the student's salient behavior change.

The poor and disadvantaged will be actively recruited for appropriate college programs.

The college will be operated on an extended day and week 12 months of the year.

The total campus, including all service facilities (italics added), will be utilized as a learning laboratory.

Students and faculty will be involved in a continual re-design of space.

Opportunities for students to change programs will be maximized.

Individual learning sequences will be developed for each student.

Students will be allowed to begin or complete a course at any time.

Students will have as much time as they need to complete a course.

The student will be allowed to use the perceptual mode most appropriate to his "way" of learning.

Students will be placed into valid work experiences, both during and upon completion of college, that are appropriate to their long-range career goals.

A Common College program will foster inter-relations among disciplines.

Progress of the college toward expressed institutional goals will be continually monitored and evaluated.

A continuous in-service training program will be conducted for all personnel.

Goals - Governors State

Governors State University stipulates in its "mission", a determination to be open, perceived by students, faculty, administration and community as "their responsible agency for the identification and resolution of their educational needs"; experimental, in exploring new dimensions, seeking unique solutions and evaluating innovative programs; flexible, willing to initiate new programs to answer society's changing needs; humane, developing its programs in a manner "that mitigates against the depersonalization and dehumanization" that frequently characterizes institutional life; efficient, subject to constant systems analysis; utilitarian, an integrated urban/suburban, future-oriented, community service-minded institution; and excellent, in the sense of academics, with freedom of inquiry obviously a requisite.

Governors State lists four major objectives, and they are identified as certain student "rights". They are:

The right (in his college experience) to acquire marketable skills such that he can be efficient in his job.

The right of functional citizenship, to participate in those systematic institutionalized practices which affect his life and learning.

The right to develop to his fullest potential as an individual.

The right of cultural expansion.

Governors State then lists a number of "characteristics", or options, to which it would aspire, some of which follow:

Insofar as possible, barriers will be removed. Neither students nor faculty will be constrained by artificial boundaries, such as scholarly disciplines. They may work in an interdisciplinary fashion in one, two, three, or all four collegiate areas unhampered by departmental constraints.

The threat imposed by grades will be removed. Students' records will reflect accomplishments and abilities; they will measure changes that have been effected. Students will be encouraged to work at their own pace.

Within the parameters of the total institution, students and faculty will be able to begin a given course activity whenever it is appropriate to their goals and convenient to their schedule.

The university recognizes that the key to success and achievement is motivation and self-direction. The student, then, will alter his program, set and achieve his goals, on essentially a contract basis.

Modes of instruction will emphasize non-lecture situations such as audio-tutorial, colloquy, seminars, etc. A data bank will be developed to help expand the state-of-the-art in information storage and retrieval. Modern video interfaces, computer terminals and the like will be commonplace in most instructional and research areas.

This systems view of education will embody what university officials describe as a loose-leaf catalog. A finite life for courses proposed (there appears to be an understood "rule" that any GSU course "self-destructs" after two years).

All the foregoing obviously involves a very low student-faculty ratio. Even so, the university defends its goals, objectives and characteristics thus: "Societal gains will far outweigh the high-per-student investment of dollars. Interdisciplinary programs in business, science, education, technology, arts, and health will lead to attainment of status as human beings, acquisition of vocations, avocations, professions, interests, skills, and the necessary background for further graduate work. Continuing education programs will, further, help the university to become integrated within its geographic area."

Goals - Oakland

Oakland Community College lists traditional general goals and objectives which are no less deserving, but do not need re-stating. However, in its general catalog is reference to a "Personalized Education Program", and a doctoral dissertation on the institution alludes to a "Learner Centered Instructional Approach". These references appear to buttress an impression gained by the committee on every campus visited, namely, that realization of the need for individual and self-help is becoming more and more evident. Oakland makes a point of listing community service, developmental (remedial) programs, and counseling and guidance among direct learning resources.

Goals - Meramec

Outstanding among Meramec's goals and objectives is its expanded program of self-directed learning. Its catalog states: "A program of self-directed learning is provided for mature and able students whose schedules make regular classroom attendance difficult. Students may enroll for self-directed learning courses at any time during the college year. Satisfactory course completion results in the awarding of course credit and grade".

Although not specifically alluded to in its goals and objectives, the individual and self-help programs at Meramec (both for remedial work) are quite extensive. They will be described in a later section.

INSTRUCTIONAL ORGANIZATION

Instructional Organization - Miami

The committee appeared to be particularly impressed by the organization of the interdisciplinary division ("I" Division) at Miami-Dade. Its prime mission is to offer an alternate method -- alternate to the traditional -- of acquiring about two-thirds of the general education requirements. It is a self-contained module or "package", which has its own facilities and staff and whose instructional approach crosses discipline lines.

Planning and ultimate operation of the I Division was based on five assumptions:

1. The approach would be inter-disciplinary and problem-oriented.
2. Its student body would be heterogenous with respect to race, sex, economic means and scholastic ability.
3. The learning process would be pragmatic, a matter of "getting out and doing things".
4. Evaluation would be positive and result-oriented; students would be graded on demonstrated achievement.
5. The instruction would be humane with a constant striving for sensitive understanding among faculty and students.

Within the I Division are learning modules with each module having five instructors, a module coordinator, and four "specialists". These included a social scientist, a communications specialist (for English and speech), a natural scientist, and a counselor. There are 150 to 22 students in each module. The students are charged tuition, inasmuch as the I Division is required to pay for itself. Physically, the "set-up" is one of peripheral seminar rooms with laboratories in the center.

At the outset of instruction students and faculty agree on objectives, and these objectives are to be met within the framework of three main goals characteristic of the division. They are that the student must become proficient in problem-solving in his material environment, his social environment, and that he become an effective individual.

In actual operation of the I Division, students meet with their module instructor from 7 to 10 AM on weekdays. In addition the instructor holds office hours. The students spend additional time in independent study, laboratory activity, or varied research, all with the option of going back to their instructors for additional help.

Inquiries by committee members to individual students indicated an enthusiastic acceptance, at least with the students queried. Although the program started out as a remedial one -- but with the term euphemistically softened to Division of Human Development or Learning Assistance -- officials are being hard put to keep the program from becoming a haven of so-called intellectuals. It appears that the I Division is currently the "in" thing at Miami-Dade.

A spectrum of offerings is available in the pre-engineering program at Miami-Dade, giving the student a taste of what he might encounter in the field. The college hires only licensed engineers as instructors. They are given a 35-hour workload and they are required to be in class at least 30 hours, with five hours for research, faculty involvement and student conferences. The faculty actually does academic advising in the engineering field. Classes -- and counseling -- are offered on Saturdays.

The Miami-Dade "house" plan at its downtown campus (see also Goals and Objectives) has as its prime purpose the clustering and decentralizing of diverse functional units of campus life to aid in breaking up large numbers of students into smaller, more personal groups. The hope is to aid the student in developing identity with the smaller group and find in that group some personal assistance and support. College officials also hope the "house" plan will make use of "natural forces of interaction among college students" to generate added stimuli to aid the student in his program.

The houses thus contain limited food service facilities and social spaces with independent study areas, supplementary instructional materials, seminar and/or study rooms, interdisciplinary faculty offices, counseling services, and administrative support services.

The college also hopes by the plan to attract and hold students.

The house plan is a prime functional part of the college's learning program. The college visualizes, in the years immediately ahead, increased use of individual and guided study and small-group seminar activity. Thus independent study and seminar space are always available within the house unit.

Lounge-study areas include racks for paperback books and newspaper stands. These innovations seek to enrich the learning environment with a variety of informational materials.

First phase of the down town campus visualized 3,500 FTE students. Considering that about 1,200 would be on campus at any one time, the college estimated that it should provide individual study stations for about 40 percent, or about 500 stations. Of the 500, 200 were planned to be adjacent to book storage areas and 100 each were to be provided in the lounge/study areas of each of the three projected "houses".

Instructional Organization - Brookdale

The instructional organization at Brookdale College consists of four institutes, Human Affairs, Business Management, Natural and Applied Sciences and Applied Humanities. Within these institutes or "clusters", are sub-sections, for example, under Human Affairs are found Communicative Arts (communications, foreign languages, speech); Creative Arts (art, music, drama, literature); and Mass Communication.

Each institute has its own eating facility and recreation center and shares in the learning resource center, an ultimate 1600-foot long facility extending across the second floor of each institute. Incidentally, mezzanine alcoves in the learning resource facility are so arranged that students in any discipline can observe proceedings in other disciplines at any time.

Within all institutes, there are a minimum of walls, partitions, rows of desks, in short, traditional classrooms, and a maximum of informal "meeting places" where the boundaries are determined by file cabinets, tables, temporary partitions, desks, etc. Even instructors' desks are out in the center of things. There is a minimum of privacy, a maximum of "mix", in which instructor and student are thrown closeby together. Individual inquiries by committee members indicated that some -- faculty and students -- like it, and some do not. There were indications in some areas that the ongoing class process was out of control of the faculty.

Each institute has a number of teaching "teams", and each team, depending on needs of the discipline, has a "master" teacher, two to three associate and/or assistant professors, and perhaps a half dozen instructors. In addition there are student development specialists (counselors), peer teachers and clerical staff.

Continuous progress by the student is encouraged, and he may enter a new class every three weeks provided space is available. Normally available space is a measure of student contact hours already assigned to the instructor concerned.

Presently there are two 12-week and two 6-week terms, but the college is studying a variation of term length which officials hope will encourage students to "jump in and get the work done" and not let it drag on. This properly suggests that students may proceed as quickly as they like through a course, provided they meet the objectives agreed upon.

"Grades" offered are: Credit, with High Honors; Credit, with Honors; Credit; and Deferred Credit (or "no credit", which can be replaced with a "credit" grade on satisfactory completion). The two "honor" credits imply undertaking and achievement beyond the agreed-on minima. The college standardizes the Credit, with High Honors as a grade involving that which a student could know, a Credit with Honors, that which a student should know, and a Credit, that which he must know.

The term, "remedial", is not used, but is again couched in an euphemism, "learning assistance". And speaking of euphemisms, "counseling" is referred to as "Human Development".

Everything is decentralized, "clustered", except the general education program, and this is referred to as the Common College.

Instructional Organization - Governors State

From the standpoint of instructional organization, Governors State, an upper division two-year university, appeared to embody a "continuation" of the lower division style of Brookdale. There is the same apparent willingness to innovate, encouragement of interdisciplinary pursuits, the leaning toward a systems approach, the apparent reluctance to honor dogma of the past with respect to course syllabi, catalogs, classroom situations, teacher-student relations, etc. In addition, Governors State appeared to put heavy emphasis on its "community service" role.

Governors State is organized into four "relatively autonomous" colleges:

College of Business and Public Service, with areas of emphasis in business administration, business education and public service.

College of Cultural Studies, the primary aim of which is the study of man, not so much as an object of analysis but as a subject for understanding. Interdisciplinary applications are emphasized.

College of Environmental and Applied Science, offers programs in health science, science, and science teaching.

College of Human Learning and Development, concerned with behavioral studies, communications, urban teacher education, human relations services.

Governors State arrived at certain "postulates" on which to base academic and academic support programs. Some of them, which should be of interest to any campus planning group, are offered below:

Teaching (educational) research, and community service are mutually compatible endeavors in which faculty members and students at Governors State will concern themselves.

The most effective education occurs when the student has a primary voice in his rate of progress in his program of studies.

Educational objectives, expressed in behavioral terms that are readily assessable, prepared by the professor (or by both the professor and the student), and made available to the student, enhance the probability that the learning experience will be meaningful and rewarding.

The auto-tutorial mode of instruction is one of the most effective ways to individualize the teaching-learning process.

All concerns of the university are inextricably interrelated with the real world; hence curricula should clearly reflect those interdisciplinary relationships through relevant educational experiences.

An individual's ability to use the processes of inquiry, his skills and competence in demonstrating a functional awareness of the conceptual structure of knowledge, his attitudes and behaviour patterns as he deals with the scientific, social and humanitarian aspects of life and society -- all these are more useful criteria to judge whether one should be awarded the baccalaureate degree than the accumulation of so many semester hours of credit in a specialized major and minor.

Instructional Organization - Oakland

Another innovator in the matter of instructional organization is Oakland Community College. At the outset its governing board asked for development of an "imaginative and logically consistent" approach to instruction, and its administration thus recognized and ordained that "a significant departure from traditional education practice was indicated". (However, the institution later moved back toward the traditional mode.) Within four years of the founding of the college, the departure from tradition became all the more marked with its application of the "educational sciences" in the operation of the college itself. A brief discussion of those sciences, adapted largely from an article by the college president, Dr. Joseph E. Hill, is offered in the pages following.

Fundamental disciplines, such as chemistry and physics, represent bodies of pure or basic knowledge. Practitioners in applied or derivative fields -- lawyers, doctors, educators, etc. often borrow terms from the fundamental disciplines to explain phenomena in their fields and to provide a measure of exactness and objectivity not normally inherent in their applied fields. The Educational Sciences were created as a common structure within which inquiry of significance in the applied field of education could be carried on. Identification of phenomena and articulation of problems thus became possible in terms of the "sciences". It would appear that benefits of better communication, better understanding, and less fragmentation would accrue.

Proponents of these sciences first offered these assumptions as necessary to their approach:

1. Man is a social creature with a unique capacity for deriving meaning (italics added) from his environment and personal experiences through creation and use of symbols.

2. Not content with biological satisfaction alone, man continually seeks meaning.

3. Education is the process of searching for meaning.

The seven "sciences", granting the foregoing assumptions, by which student characteristics can be determined, have to do with:

1. Symbols and their meanings
2. Cultural determinants of the meanings of symbols
3. Modalities of inference
4. Biochemical and electrophysical aspects of memory
5. Cognitive styles of individuals
6. Teaching styles, administrative styles and counseling styles.
7. Systemic analysis and decision-making.

The college has accepted a premise that no two students seek meaning in exactly the same way, that "90 percent of the students with normal ability can learn 90 percent of the material 90 percent of the time if the teaching methods and media are adjusted to the student's individual cognitive style (or way of seeking meaning)." The problem, then, to determine each student's cognitive style.

At the risk of appearing superficial -- and the reader is reminded that this report seeks more to explicate philosophy than methodology -- the writer will only generalize about application of the seven sciences above. There is substantial evidence that information about students' learning capabilities, derived through application of these sciences, is objectively demonstrable.

A battery of student tests has been structured in the framework of the sciences. The test results go to the college's computer system toproduce a tabular "map" of 87 traits that describe how each student thinks and learns -- his "cognitive map". These maps deliver up such items of information as how a student uses certain types of symbols, his ability to handle words and numbers, qualitative symbols, qualitative codes; the manner in which the student tends to derive meaning from symbols, whether it be in an individualistic fashion, in terms of an associate's perception or on the basis of family ideas; and the manner in which he reasons, whether he thinks in categories or in terms of differences, or synthesizes multiple relationships.

A student's cognitive map, Dr. Hill claims, presents a picture of the diverse strengths he possesses and uses in his search for meaning. Mapping an individual's cognitive style, he writes, enables the college to discover untapped strengths that may be used to facilitate the student's education. The diagnosis of an individual's cognitive style and the requirements of the specific educational or work task can be used to prescribe activities that provide "a high probability of successful accomplishment by these individuals".

Instructional Organization - Meramec

Instructional organization at Meramec is largely traditional; however, the college appears to be achieving substantial success in contract teaching and in individual and self-help projects. These will be discussed under Instructional Strategies.

ADMINISTRATIVE ORGANIZATION

Although the committee accumulated a great many exhibits on its inspection tour, an administration chart for one of the colleges visited, Governors State, does not appear to be among them. However, perhaps more important than any administrative chart are the timplications in the following statement taken from a GSU brochure. The italics are added in each case:

"GSU proposes to develop administrative performance evaluation system which will be rooted in self-evaluation and re-direction based upon annual reviews. Components in this process will involve, where appropriate, student and community evaluations and, in all cases, will involve *faculty and administration evaluation by those affected most directly by the administrator's job performance*. Where administrators also serve as University Professors, they will be participants in the proposed faculty systems. Administrators who accept the University Professor designation *will engage themselves in direct instruction annually in one context or another*."

Line organizational charts for the colleges are found in Appendix A. The top administrative officer was generally designated as "president" for a single-campus district, or "vice president" (of the district in the case of a multi-campus district). According to the individual charts, the "second line" of responsibility for each campus, plus the "non-line" positions directly responsible to the chief administrative officer, are shown on the next page:

Campus	Academic	Student Affairs	Business	Community Services	*Non-Line but Directly Responsib
Miami Dwntn	Dean of Instr	Dean of Students			Asst to VP for Research & Adn, Campus Services, Dir. Task Force, Intergrp relns
Miami South	Dean, Acad. Affairs	Dean, Stdt Affairs			Exec Asst.
Brookdale	Exec Dean, Educ Adm	Exec Dean, Student Services	VP & Treas, College Operns		Assist to Pres, Director, Develop Research & Evaluation
Orchard Ridge	Dean, Adm. Serv Director, LRC Dept Cahirmen	Dean of Students Asst Dean, Sdts Chairman, Counseling	Business Mgr	Coordinator, Comm Services	
Meramec	Dean of Instr.	Dean of Students	Assoc. Dean, Business Affairs		

*In each campus visited, the director of information and/or college relations had an "off-line" responsibility to the chief administrative officer either directly or through an executive assistant.

INSTRUCTIONAL STRATEGIES

Instructional Strategies - Brookdale

The Brookdale "system", or overall instructional strategy, is aptly presented in a working paper, "The Brookdale System -- a Birdseye View", by the college's Dr. Robert W. Cox. An attempt has been made here to summarize that paper:

Too often, Dr. Cox writes, students have been asked to learn things that are not relevant, have had to proceed at a rate too fast or too slow, have been limited in a learning opportunity by the human limitations of one teacher, have not been personally responsible for learning because all the decisions have been made for them, have been denied the use of non-print media as learning aids, have not been able to see the relation of the grade they earned to what they learned, have not been sure just what they have learned.

Thus Brookdale set out to change these things, to devise a learning system, a logical arrangement of learning experiences and a process for moving from one experience to the next. The "system" sought to define: what the student should learn, how he learns it, and how he demonstrates that he has, in fact, learned it.

The instruments of a learning system were listed by Dr. Cox as:

1. The Program (course), consisting of objectives, standards for measuring learning success, pre-tests and post-tests (as learning resources, not "inquisitions"), learning experiences.

2. The Functional Team, students, instructors, media

specialists, development (remedial) specialists, para-professionals, clerks.

3. The Learning Laboratory, described as a "way" of learning providing for "hands-on" activity by the student, to be carried on by himself at times of his own choosing, on or off campus.

4. The Large Group Meeting, a lecture-session counterpart with a minimum of lecture.

5. The Small Group Meeting, counterpart of the "recitation" session, but providing opportunity for free oral interchange of information. (Is this a "bull" session or a "rap" session, one is tempted to ask.)

6. Independent Study

A chart purporting to summarize the Brookdale instructional function fails to do so, but it provides a summary of methodologies and resources used in one college's "systems" approach:

The Educational Methodologies

- Team Teaching
    - Large Group
    - Small Group
    - Independent Study

- Traditional Lecture and Laboratory

- Workshops, Seminars

- Team Learning
    - Community Projects
    - Simulations
    - Gaming
    - Case Studies

- Evaluations
    - Honors
    - Credits
    - Deferred Credit

- Needs Analysis
    - Testing
    - Diagnosis
    - Prescription

- Individualized Programs
    - Self-Directed
    - Self-Paced
    - Unique (?)

- Computer Managed and Assisted Instruction

- Programmed Instruction

- Peer Tutorial Instruction

- Audio-Tutorial Instruction

The Educational Resources

- The People
    - Teachers
    - Student Development Specialists
    - Media Specialists
    - Advisors
    - Aides
    - Other Students
    - Community Volunteers

- The Materials
    - Books
    - Print Media
    - Non-Print Media
    - Programmed Materials
    - Tools of the Trade

- The Spaces
    - Study Carrels
    - Laboratory/Workshops
    - Seminar Rooms
    - Forums
    - Lounges
    - Pubs
    - Recreation

Instructional Strategies - Miami

Miami-Dade's "house" concept at its downtown campus is in fact a means of organizing instructional procedures (See Instructional Organization), but it also strikes this writer as very much an "instructional strategy". The discussion will not be repeated here.

Miami-Dade's Micro College (North Campus) should be mentioned. It is a self-contained instructional unit in which faculty-student relationships are informal. Its offerings are limited to General Education courses for the first year student.

A team of staff members from various disciplines works with students on an individual or seminar basis. After consultation with faculty, the student may select from a number of options; he may work entirely on his own or he may work in a group of his own choosing.

Instructional Strategies - Governors State

Governors State lists among its proposed educational strategies:

Student-centered, inquiry-oriented learning units and curricula.

Interdisciplinary learning experiences related to contemporary and future societal problems of man.

Curricula design that reflects real life situations.

Active and meaningful involvement of students in planning and development of learning units.

Use of a variety of media and instructional techniques to accomodate the variety of student learning patterns.

Self-paced and individualized learning experiences.

Learning experiences involving students, faculty, and, when appropriate, lay persons, thus an abundance of seminars and colloquies.

In its proposed instructional "framework", Governors State stipulates:

> Admissions procedures will be within guidelines of the state master plan but will be developed by the university. Major emphasis on entrance will relate to student attitudes, interest and desire.
>
> Academic progress will be measured on an individual basis; the student's transcript should reflect "positive achievement" rather than the traditional grading system.
>
> The instructional program will equip students with the tools for inquiry that allow him to deal with (inevitable) changes in the body of knowledge.
>
> An instructional program will become a learning process only when opportunity for change (in the student's conceptual outlook) exists. Change occurs when communication is open and continuous. Therefore, it is imperative that internal and external communication be emphasized throughout the university. Formal and informal interaction will be encouraged.
>
> Governors State believes that, if depersonalization results from ever-increasing bigness, then humanization conversely should increase in those institutions that decentralize into smaller, self-contained units as the total institution grows larger.

Instructional Strategies - Oakland

Steps involved in the definition, design, production, field test and implementation of the Oakland Community College instructional system include:

1. The faculty define performance requirements for programs, courses and instructional units in terms of practical relevancy. They prepare measurement devices to be used in evaluating student achievement.

2. The faculty then prepare a detailed analysis of the "knowing" and "doing" learning experiences for achieving the objectives of (1) above. Sequenced learning blocks or units are derived. The most appropriate media-method combinations for efficient learning, considering learners of varying talents, backgrounds and learning modes, are then selected.

3. With the instructional system design, (2) above, completed, specific materials, aids, equipment, etc. are procured or produced. There is then a "pre-test" of these operating components.

4. The system is then implemented, and, as expected in any field test, modifications in design are made. Design changes are, of course, based on how well the specific instructional materials, order of presentation, etc., produces the desired terminal achievements in learning.

Oakland stresses that, in contrast to conventional methods of instruction, its instructional model "minimizes" traditional group teaching applications. Instead, students are provided carefully designed sequences that stress supervised independent study. Learning is controlled and paced by the individual student, consistent with his own abilities.

In the framework of the above instructional model and its application of the "educational sciences" (see Instructional Organization - Oakland), the college defines these steps in "personalizing" instruction:

By diagnostic testing, the college finds out how the student uses symbols to solve problems, how he uses his senses and processes of inference when faced with a situation which has no existing meaning for him; how he searches for meaning in his environment; whether he prefers to listen or read, to see things only as they affect him or as his family or associates would see them, to categorize or to contrast or relate. The diagnostic test yields a cognitive "map" for each student.

On the basis of the diagnostic test results, the college prepares a personal educational prescription for him, a prescription designed to guarantee his success in the "course".

After an initial lecture-discussion meeting with a faculty member, he "Bursts" out of the classroom setting to one or more of the prescription centers, such as the Individualized Programmed Learning Lab (IPLL), Carrel Arcades, Learning Resource Center, or Seminar. (This writer finds the "Burst" in upper case to emphasize an escape from the traditional classroom situation an unwarranted resort to flippancy within the body of a serious discussion.)

By using a unitized (a participle that needs explaining) approach to course work and unit tests, the college says it is able to assess whether a student has mastered the content of the unit before he moves on to the next one. Constant feedback to the student and teacher from the prescription centers leads to modification of the personal prescription.

The overall aim of the Personalized Educational Programs

(PEP), says the college, is to guarantee the student a 90 percent success level of performance.

Instructional Strategies - Meramec

Every department at Meramec College now has some individualized learning as part of the regular course offerings, according to Dean of Instruction Walter Hunter. In some cases the individualized learning approach may be described as an integrated learning system, with pre-testing, defined objectives, "multipath" learning experiences, post-testing and feedback. In other courses the individualized approach is based on programmed learning and in others on a learning laboratory approach.

A Self Instruction Laboratory has been set up in a portion of the college library. The SIL is now in the process of assembling materials of various kinds with which to aid student clients. The lab is primarily one of remedial or "developmental" function.

The writer also visited and spent some time observing activities in two other tutorial type "learning labs", one for mathematics and another for English composition. The former is said to handle about 1400 students a year. In either lab, students who need help bring along an instructor's recommendation of the type of review most needed by the student, for example, in "syntax" or in "paragraph unity". Paraprofessionals, drawing on various types of media, assign tasks, and get the student started. The student finishes the task and is graded on the spot, with suggestions given as to how to overcome a particular hurdle.

The writer was shown results of a poll of some 500 students in the mathematics learning lab, and found the answers about 20 to one approving. A sampling of some of the comments regarding the lab:

"..... gives me a sense of self-accomplishment."

"I'm not pressured into taking a test. When I'm ready, I take it."

"... you aren't rushed by the gifted people."

"I feel comfortable about asking questions about anything I don't understand."

"I feel relaxed....."

"It puts more of a responsibility on me."

"I think more classes should be approached like this."

"Your (sic) not competing with anybody."

"I have learned more about math in this course than I ever did in grade school in St. Louis."

The most recurrent approval had to do with (1) the freedom to work at one's own pace, and (2) the freedom of choice regarding when to come to class.

A Self-Directed learning program at Meramec features (1) flexible entry and exit, as do most programs of this type, (2) flexible learning pace, and (3) flexible "mode" of learning activities to fit individual students' needs and style.

Meramec students may enroll in a self-directed package course by working out an agreement with a course supervisor. Each course contains a study guide, text materials, audio tapes, supplementary learning materials, exercises, problems and test materials. Students work individually. The teacher serves as manager, consultant, source of encouragement, and validator of performance. The student may take some packaged courses without supervision and merely take an examination to validate his achievement.

Also available at Meramec are self-directed contract courses, in much the mold as they are structured at many institutions. Students work out a detailed learning activities contract with a teacher. The contract specifies the learning objectives, the learning activities, the projects to be completed and the evaluation to be used. When the contract has been developed and signed, the student pays his tuition and begins his effort to complete the contract. The teacher fulfills his part by supervising and encouraging and eventually validating the student's achievement for grade and credit.

Meramec claims these advantages of Self-Directed learning (and they might well be considered as pertinent claims by all who use the technique):

1. If a given student is unable to attend regularly scheduled classes, he may register for one or more of the SDL type courses.

2. If a given student needs to accelerate or attenuate his rate of progress in course work, he may do so in the SDL program.

3. If a given student is unable to schedule courses beginning at the regular semester or quarter starting times, the SDL may be the answer.

4. If a given student has already mastered some of the required material, he may register for a particular SDL course with advanced standing.

The above "advantages" are logistic in nature and are, of course, in addition to the myriad claimed philosophic advantages.

UNIQUE USES OF INSTRUCTIONAL SPACE

Use of Space - Miami

At Miami-Dade, South Campus, two unique concepts with respect to instructional space were noted. First, the use of an instructional audio-visual service space in the center of an eight-classroom complex was observed (See Appendix B, one floor of a classroom showing the area under discussion). Various audio and/or visual presentations can be "programmed" in the service area and projected, by rear screen process, into any or all of the eight classrooms. (A more elaborate example of this sort of arrangement can be found at Colorado State University where presentations are projected from a multi-story "silo" into a number of pie-wedge classrooms radiating out from the central core.)

The second rather unique facility use at Miami-Dade, South, was that of convertible laboratories. Items of equipment, some of them quite bulky and heavy, were mounted on large casters, making them mobile. Thus, a variety of laboratory classes could be conducted in the same space simply by changing the "sets". For example, one room was used consistently for surveying, then hydrology and then civil engineering laboratories.

In the Miami-Dade, South, master plan, separate, multi-story concrete instructional facilities are located around (1) a student plaza, (2) a central utilities building, and (3) a learning resource center (which includes the library). The entire complex of buildings is surrounded, for all practical purposes, by parking facilities, and an access road follows the perimeter of the campus (See Appendix B,)

Use of Space - Brookdale

At Brookdale, Appendix B, the master plan is one of a series of multi-story structures. Both the first and second floors of the buildings are used for instructional purposes and utilize a variety of open space concepts. Generally speaking, the first or ground floor houses the open space classrooms, counseling and faculty offices and multi-disciplinary laboratories. The second floor, again speaking generally, houses the learning resource center, accessible to all "institutes" below, and housing the library, non-printed learning materials, audio-tutorial carrels, and some faculty offices whose occupants support the institutes. The facilities are markedly open; many classrooms have semi-permanent eight-foot walls on two or more sides while some have their "limits" established simply by arrangements of chairs, desks, file cabinets or other furniture. Laboratories are open and serve numerous disciplines. A faculty "office" typically consists of a desk, chair for the instructor, filing cabinet, and chair for the student, all out in the open "where all the other people are".

The Brookdale architectural treatment projects a warm, friendly feeling in the arrangement of space-size relationships, detailing, materials used and in the finished surfaces. The massiveness of the multi-story buildings is minimized by use of large, overhanging roof structures. The offices, landscaping, furniture and equipment all continue the overall feeling of warmth.

At Brookdale the utilities run the length of the main instructional building, parking and access roads are on either side.

Use of Space - Governors State

Governors State, although presently housed in a 110,000-square foot industrial warehouse, nonetheless presents a number of interesting space concepts. As with Brookdale, most classrooms and laboratories are quite open. The individual faculty offices are typically surrounded by demountable eight-foot partitions. Due to the "open" quality of the facilities and to a great degree to poor acoustical quality of the warehouse, the entire facility was somewhat noisy.

Portions of a permanent GSU campus, currently under construction, was visited; these facilities, when completed, will be connected by multi-story, concrete and steel structures, arranged in a "lineal" order, much like Brookdale. Basic structural unit is a single column, reinforced concrete, "umbrella" shaped module, any number of which can later be added to any building in any direction. The completed GSU facilities are intended to be quite open and flexible. A GSU official, in the course of our inspection, commented that ultimate facilities would be analogous to an educational "street" which a student could walk down and select classes and programs that were in progress.

The umbrella or "T" structure unit referred to above, will derive its support from the vertical element, while various utilities, electricity, heat, water, sewage,air conditioning and media lines will run along the horizontal portion of the "T".

Use of Space - Oakland

Orchard Ridge is approximately ten years old and is currently undergoing an institutional change from very "open space" to a more traditional mode. In conjunction with modification of institutional format, the classrooms, laboratories and faculty offices are being provided with partitions. One cannot help but wonder, then, why the open space concept can be so successful at Brookdale and Governors State and seemingly so unsuccessful at Orchard Ridge.

The Orchard Ridge master plan, ~~Exhibit~~ Appendix B C, locates instructional facilities -- classrooms, laboratories and faculty offices -- around the learning resources center (again and traditionally, including the library), and the Commons building houses three large tiered lecture rooms, eating facilities and student government functions. Traffic circulation and parking are at both ends of the rectangular campus. Although the college is adjacent to a four-lane freeway, there does not appear to be any distraction.

The Orchard Ridge facility, as at Brookdale, radiates a warm, friendly feeling. The buildings are rather large, but detailing and surface materials appear to ameliorate the "bigness".

SUPPORT SERVICES

Governors State appears to be most proficient of all institutions visited at "spelling out" its support services. They are described below in abstract and are discussed under the major headings, Learning Support Services and Student Support Services.

Learning Support Services

Learning Resource Center -- Main repository and distributor of all forms of instructional materials, including the traditional -- books, pamphlets, periodicals, graphics -- and the newer forms. The LRC will have "outposts" to which materials will be distributed from time to time. The LRC is designed to support instructional strategies and educational programs developed by the collegial units.

Instructional Resource Center -- Provides those resources -- personnel, equipment, facilities -- necessary to produce instructional materials needed by faculty and students "to enhance and individualize the learning process". Facilities for producing audio-visual and videotape materials, the distribution center for transmission of signals from dial and/or random access information systems and computer-assisted instructional systems, among others, will be included in this center. Instructional materials produced by the Instructional Resource Center will be catalogued and circulated by the Learning Resource Center with exception of "on-line" information and computer based systems.

Collegial and Outpost Learning Support Services -- Because of the inherent nature of a commuter college, other special work and study-oriented services (other than the LRC and IRC above) are required. They will be used by faculty and students and will consist of movie and slide projectors, time-sharing computer terminals, auto-tutorial and computer-assisted programs, coffee pots, lounge and rest areas, a video interface for data bank access to libraries or the LRC, audio playback devices, hand-out journals, microfilm reader/printer units, typewriters, copiers, telephones, utilities (air, gas, electricity, exhaust, water), other special lab equipment. These items of special service are located in:

Laboratories, classrooms and other campus areas where individual, problem-oriented work can be carried out.

Collegial areas such as seminar and lounge facilities, where students congregate.

On-campus inposts, special non-collegiate related areas where several students will congregate for expressed purpose of using these services.

Off-campus outposts, such as mobile facilities and in-town (Chicago, for example) work and study areas.

Cultural Educational Center -- Designed to accommodate those functions which contribute to "the expansion of life, the redefinitions of life-style, the distribution and display of products of the plastic and performing arts". It includes an auditorium, theater and open gallery, and it is the focal point for student and community-oriented cultural activity.

Student Support Services

Besides the conventional services -- Admissions, Counseling, Financial, Student Employment, Registration and Records, Student

Activities, Health Services, Placement, Environmental (in terms of food services, lounges, recreation, etc.), the university addresses itself in considerable detail to the problems of "integration of student life". The material is offered verbatim because of its consideration of the commuter college syndrome and possible application to Mission College planning:

Integration of Student Life

1. Divisive Influence of the Commuter Environment

The problems created by living at home while attending a commuter university cannot be ignored in the planning of Governors State University. There are many related problems such as commuter transportation, lack of study facilities at home, familial comprehension and understanding of the student's academic efforts.

A commuter campus has a built-in element of separateness and sometimes even alienation which some students feel toward institutions of this type. This does not assume that commuter institutions cannot produce top-flight students. Nor does it assume that the residential college is the only viable model. Rather, it points out that the residential college has a built-in "sense of place" through which students may more readily identify with "their" college and, thus, tend to care more about what goes on at the college. Such concern may, of course, express itself as much in terms of social life and athletic rallies as in scholarly endeavor. But the important point is that the potential for desirable involvement in the academic process is enhanced if each student feels that he belongs to the institution and that he has a place in it.

2. Physical Provisions for Integration of Student Life

The divisive influence of the commuter campus will be overcome in part by the provision of facilities which enhance opportunities for students to identify psychologically with the University environment. Governors State University will provide a physical attraction for its students which will immediately predispose them to spending increasing portions of their time on the campus. As in the provision for the several climates for instruction (i.e., individual, small groups, large group areas), spaces must be designed for student-student and faculty-student communication in a variety of climates:

a. Individual study areas strategically placed throughout the campus.
b. Locker and storage areas, central and dispersed.
c. Lounge and food service areas deliberately dispersed in relationship to instructional areas and time spent in such areas.
d. The campus center - food services, recreational facilities, lounges, work areas, and offices for student activities. The University library might well be located to relate to this center.
e. Commercial shops and services contiguous to the campus.
f. Outside recreational, study, and socializing areas.

g. Commons and study areas related to the instructional outposts which extend the University program into the community.

3. Psychological Provision for Student Identification

The provision of attractive and well-designed commuter commons space has failed, in and of itself, to solve the problem of student isolation in commuter environments. Governors State University has a unique opportunity to develop and exploit the basic ingredient of student identification - that of an integrated educational environment wherein instructional programs, student services, and learning support systems are combined in the perception of the student and psychologically possessed by him as a consequence of student involvement in the educational process.

The realization of its desire to be an open and humane University will greatly resolve the identification problem. To assure the integration of student life into the total educational program, Governors State University will take the following steps:

a. Full integration of student services and the instructional program by:

   (1) Deliberate involvement of all members of the University community in the needs of student life.

   (2) Assignment of personnel in each college to coordinate academic advisement and college student services and to serve as liaison with centralized student services.

   (3) Establishment of a vital Student Services Committee composed of students, faculty, college personnel officers,

and central service officers to develop policy recommendations for improvement of student life.

b. Physical location of the offices of the necessary officers in such a manner that will provide direct, easy access by students.

c. Maintenance of an open house policy and security for students to use University facilities for their activities.

ADMISSIONS, COUNSELING, TESTING, PLACEMENT

Attached is a summary of admissions and records procedures at the colleges visited. The reader should note particularly the extent of computer use, not only for record-keeping, but also for actual instruction, at Governors State.

There is also more than a suggestion of extensive computer use at Orchard Ridge.

There are three types of testing services at Brookdale, (1) placement and program testing, which is normally done prior to enrollment, sometimes on campus, sometimes off; (2) testing for career guidance purposes; and (3) testing for evaluation of student performance. This last is actually where the counselor assists the student to do his own self-testing and gives assistance to faculty in testing as well. Counselors are within each institute area as part of the functional team. Their normal load is approximately 250 full-time students to one counselor. The counselors report directly to the institute deans.

Admissions

Brookdale, Miami-Dade, Governors State, and Oakland College have much the same procedures for applying. They all charge tuition. Students that are out of the district pay a higher tuition than the students residing in the district. Out-of-State students and Foreign students are charged a higher rate of tuition yet. So in effect there would be three tuition levels. No releases are required. Most do not limit the number of Foreign students they will accept, as long as the student meets the requirements of the college.

An application fee is also charged. This varies from $10.00 up and is not refundable.

Transcripts and test scores (ACT, SAT, or the college's placement test) are required of all entering students.

Records

Student records are kept in much the same manner as those presently kept at West Valley College. The permanent records are stored on by Data Processing on tape. Grade cards are sent out at the end of each semester, the card however consists of the entire permanent record (Foothill does this locally). The one college that does not issue grades is Governors State (see Exhibit D).

Data-Processing

Each of the colleges visited is computer oriented. Two use a central computer system, two have their own computer. One (Brookdale) is using a 360 with a 370 on order. The others are using the 370. Brookdale, Miami-Dade, and Oakland colleges use the computer in much the same way as West Valley. Exceptions being in the use of terminals. Brookdale makes use of the Cathode Ray terminal, as does Miami-Dade. This is used for update of student information, and for registration as well. Oakland College employs both the typewriter terminal, used for registration purposes, and the cathode ray terminal is employed in the Learning Resource Center. All data pertaining to the student, i.e., name, address, courses enrolled in, grade rosters, permanent records, business, etc., just to name a few are presently being used by their Data Processing departments via terminals.

Governors State is totally unique in its use of Data-Processing facilities. They presently have 17 typewriter terminals, and are going to use the Cathode Ray terminal as well when they move into their new buildings. The terminals are for the use of Professors as well as the students. Instructional usage is provided by any of the various terminals for any student wishing to use the media. Both students and the professors are instructed in the use of the terminals. The terminals are also used for the registration of the students, and for all other types of college needs. This is a truly computerized college, but does not do away with the needed personal touch that Faculty, Counseling, and Adminstration provide.

The limits of using such a computerized system are those of imagination only.

Student Services at Miami-Dade

There is a Financial Aids Office on each campus for the purpose of assisting students to attend college. Scholarships, loans, part-time employment, or a combination of all are available depending upon the financial need of the student. Scholarships and grants are provided through State and Federal funds, as well as individual and organizational donors. Most are awarded for financial need, however, some are awarded for academic achievement or other contributions to the college. Loans are available also either on short- or long-term basis. Long-term loans, however, are processed through the Financial Aids Office and managed by local banks and other such programs.

Miami-Dade has both a Student Employment Office to assist students in finding part-time employment and a Career Placement Service which prospective graduates may use to assist them in finding employment when they complete their academic work at the college. Alumni may also get assistance through this Service.

Academic Advisement

A staff of full-time advisors is available to provide academic advisement. The student has his first interview with an academic advisor after he has been formally admitted to the college and before he registers for classes. At this time, the beginning of decision-making takes place toward future goals, programs of study, etc. During his entire enrollment, the student is encouraged to seek assistance at any time. However, prior to graduation, a student must see an advisor.

Counseling Services

There is no entrance test for admission to Miami-Dade. However, the Florida 12-Grade Exam is used in selection for some programs. There is small-group, personal, and vocational counseling as well as counseling on an individual basis. At the present time, some counselors are operating in the divisions. This has not proved to be satisfactory and counselors will be returning to the Career Center where academic counseling will take place. Counseling in the Counseling Center actually does human development counseling which is done by six counselors who are specifically trained to handle in-depth personal problems. The Center is open two nights a week (Monday and Tuesday) and is also open Saturday morning. The Saturday morning couseling assignments are handled by the dean and his assistant.

Special testing services are available and referrals may be made from the division as well as the Counseling Center. The testing services administer tests for class exams as well as tests which are used in the Center. The word "counseling" is not heard but the term "human development" is used extensively in lieu of "counseling". A peer counseling program is used with particular value in the drug abuse area. This is called SCORE. Students are trained to work with their peers in problems of drug abuse with relationship to college and personal living. Also SCORE-Board is a switchboard operation where students may call for assistance -- immediate or otherwise.

Student Health Services

The College Clinic provides the services of a registered nurse to assist in health matters. Such services as first aid and emergency care, health information and health counseling are handled by the school nurse. A brochure listing the medical facilities in Dade County can be obtained by a student at the Clinic. The college in no way assumes any financial responsibility for the medical care of the students.

Housing

No housing is provided by the college nor do they offer assistance in locating same.

Student Services at Governors State

Program development at Governors State is critical. Training for the faculty is very important so that this type of academic environment is not threatening to faculty and, therefore, a deep understanding of what is expected must take place. Governors State has a high degree of computer usage. It is of particular importance for counselors to be aware of information fed into the machine because any computer system can be broken by a student if so desired. Therefore, counselors keep confidential information in a separate file within their own academic areas.

Governors State is a warehouse transformed into an open-space-type unit. Each division or academic area has its own faculty and counselor within the "cubicle".

Student Services at Meramec

Students wishing to be admitted to Meramec College complete an application form, submit high school or other college transcripts, and then take the Missouri College Placement Exam. ACT and ACT scores will be accepted, but it is preferred that the student take the Missouri College Placement Test. If a student does not have test scores on file, he is not able to take more than six units and is classified as a special student. After a student's folder is completed with the above three documents, the Admissions Office sends the student a letter indicating the folder is completed and he/she should now call the Counseling Center for a pre-registration appointment. The counseling clerk sets up an appointment either with a full-time counselor or para-professional, depending upon the major. The student's folder is housed in the Admissions Office. When a student has made an appointment, the counseling clerk checks out the folder for the appointment and returns same to Admissions when the appointment is completed. Meramec College has three campuses and a student may select which campus will be his main campus and all records will be kept at this institution.

Para-professionals are used extensively in the Counseling Center at Meramec. One counselor is responsible for the in-service training of these para-professionals and works on a regular basis with them in keeping them abreast of changing requirements and other information for the use in working with students.

Requirements for para-professionals included at least a BA Degree and in most cases all have Master's Degrees. The words "human development potential" are used extensively at this institution and might be something for us to truly consider. A para-professional handles the administration of tests which are requested by counselors. The counselors do the test interpretations. Testing is not a main part of the counseling program. In fact, many counselors do not use tests at all.

FACULTY STRUCTURES AND REWARDS

Faculty Rewards - Brookdale

All faculty at Brookdale are members of "functional teaching" teams. As members of the teams they perform the functions for which they are best suited. Thus, some are primarily working in developing courses and conducting assemblies, group discussions and independent study laboratories. In this manner the college does support the faculty in carrying out their assigned functions. That is, instructors responsible for course development are granted a certain amount of time for this work.

The college has a well-staffed (professional and classified) and equipped Instructional Development Lab which assists faculty in the development of learning "packages" and in the production of various media. Brookdale encourages faculty professional growth by making provisions for advanced study. Faculty wishing to pursue advanced degrees are permitted to do so and their tuition is paid by the college.

The college has an orientation program for new faculty members. However, it has not given them extensive preparation for participation in the unique Brookdale educational plan. Beginning in 1973 improved methods of orientation will be undertaken to familiarize the faculty with library techniques and various college instructional approaches.

Faculty Rewards - Governors State

At Governors State University the faculty reward system (Professional Personnel System) is designed to complement the objectives of the institution. The primary roles of the professional faculty are considered to be threefold: instruction, institutional research and service.

Instruction includes those activities which are directly related to the act of teaching -- large group, small group or tutoring. These are the conventional roles of most faculty at other institutions.

Institutional research includes efforts to develop new instructional systems. It can include needed identification, organization of (course?) content, design and development of delivery systems, evaluation and distribution. Major faculty effort in this area provides materials required to initiate and sustain an open instructional program which is both efficient and effective (The term "open" at GSU denotes a responsiveness to the specific goals and needs of each (individual) student.

Service includes faculty efforts professionally to assist community efforts, or carry out college-related projects within the community. These efforts closely link content with utility and tend to unite the college with its community.

Faculty are organized into four collegial units at GSU. Within each college unit general ratios of effort (instructional, institutional, 25 percent research and 25 percent service). However, the specific ratio for each faculty member is worked out by the individual and the appropriate dean. Some faculty members may opt to perform 100 percent in any one of the three roles in a given academic year so long as that role is within the collegial tolerances for that year.

Faculty are evaluated in terms of their specific work plan. Evaluation is the basis for granting tenure and salary increases. Tenure is cyclical: first appointment is for one year; the second for two years; and each subsequent appointment is for seven years.

Faculty Rewards - Meramec

The general faculty reward system at Meramec is offered herewith as an example of traditional treatment. Note that Meramec uses the system of academic rank.

Advancement on Schedule - Conditions

1. Advancement on the salary schedule is independent of promotion in rank. Faculty members may advance on the salary schedule during the first three (3) years of service, but promotions in academic rank will not be made during this period. Advancement on the salary schedule will be subject to the criteria outlined elsewhere in The Junior College District Policies. Charter faculty members were credited with a full year's service for the Spring Session, 1963.
2. Approved graduate work, beyond the Bachelor's Degree, will be credited on the salary schedule according to the following guidelines:
    a. One step for: 60 semester credit hours**. Master's Degree required except in special areas as Technical Education.
    b. Two steps for: 90 semester credit hours** or earned Doctorate. Master's Degree required except in special areas as Technical Education.
    c. Such advancement will become effective at the next contract year.

3. Faculty members completing Master's programs during the first contract year may be changed in classification from Instructor A to Instructor B, effective the first of the month following proof of the advanced degree.
4. Faculty members showing outstanding professional growth and contributing beyond expectations in his professional responsibilities to The Junior College District may advance more than one step on the salary schedule, but in no instance more than two steps.

Procedures for Promotion in Rank

1. Faculty members will remain in rank for not less than three years.
2. The College President will recommend all advancements in rank, with the exception of advancement to Professor, to the District President, for Board approval. A recommendation for advancement to Professor is the responsibility of the JCD Full Professorship Committee.
3. Advancement in rank is not automatic and must be viewed seriously and with integrity if the individual colleges and the District are to be respected by the students, staff, citizens and within the academic community.
4. Advancement to the rank of Professor will be in accordance with the following procedure:
    a. Staff members to be eligible must fulfill the qualifications and conditions set forth in the Basic Salary Schedule of the Junior College District.
    b. An eligible staff member shall initiate a request to the College President through the Division Chairman and Dean.

Included with the request should be adequate evidence supporting the request.

c. The College President shall forward the request with all supporting data to the Chairman of the Full Professorship Committee by not later than February 1.* Endorsements from the Division Chairman, Dean, and College President shall accompany all requests.

d. Evidence to substantiate the request shall include:

   (1) Candidate's knowledge of recent developments in his subject matter field, as attested to by the Division Chairman and Dean.

   (2) Candidate's knowledge of the various methods of presenting classwork in his subject matter field, and of having personally achieved superior performance in the skills of teaching within the comprehensive Junior College, as attested to by the Division Chairman and Dean, with evidence based on evaluations as prescribed in the Administrative Procedures Manual.

   (3) The complete file of "Evaluation Forms" and "Annual Reports", and such other evidence as may be justified for the Dean to attest that the candidate is a superior teacher.

   (4) Candidate's contributions to the overall education program on the campus or within the District as attested to by all endorsees.

   (5) Evidence of the candidate's service to the greater community - its educational, social and cultural life.

e. A similar procedure will be followed in the evaluation of Librarians and Counselors.

OTHER FACT-FINDING TOURS

In addition to the coast-to-coast facilities tour, other, shorter inspection tours were made by committee personnel. In the pages following are reports of visits to:

Golden West College

LaVerne College

Sierra College

Monterey Peninsula College

Lane Community College

GOLDEN WEST COLLEGE

Golden West College is an awful and remarkable place. What has been done there is unlike anything I ever have seen. Perhaps it is unique in the educational world. It is more than an experiment. It is a commitment to the New, to the Different, and to the Machine. It is the total utilization of technology in the business of teaching and in the process of learning. It is the transmission of facts, cold, hard facts, to the memory of a machine which then disgorges these facts upon call. The call seems heavy, and at Golden West, unrelenting. The ability to enlarge, to color and to explicate is not within the power of the machine since as yet no machine is greater than its programmed input. These abilities (and responses) are lost to the individual in working the facts into his own framework of reference. But the facts are there. Recallable by the individual is the djinn of information from the lamp of electronic knowledge.

What is the attitude of Golden West College? From what I saw, its axis is a Learning Resource Center. The Center is an organization of four main learning resources; Audio-Visual Center (maintenance and reproduction of AV Media), Computer Services Center (computerized teaching machines), Instructional Materials Center (the "store" and reproduction services) and Library-Media Center (wet carrels of different sorts and a tape library of cassettes and dial access tapes). The library is neither included in the network "or even in the total thinking" of the LRC. At no time was a vist to the library even suggested. There are departmental satellite resource centers located within some departments. These satellites do the main job of the auto-tutorial and audio-tutorial systems for which Golden West is famous.

What are these systems? There is a total commitment to the development by the faculty of complete courses using "media". This is accomplished by giving "faculty fellowships" of thousands of dollars which enable faculty to develop their own presentations which translate their lectures and teaching aids into the language of the cassette, the slide, the film-loop, or the computer. These then are housed and maintained by para-professionals, freeing the instructors to do large orientation lectures and sometimes to do personal tutoring with the student. It cuts the transmission of facts to a one-time schedule. No longer is it necessary for the instructor to repeat each semester the same fact-giving lectures. The machine takes over this drudge-like and non-professional aspect of his teaching.

Whole courses are taught this way. According to the man who is the counterpart of our Dean of Instruction, this method of teaching is heavily utilized for introductory courses in the sciences, mathematics, business skills and the straight pedagogical aspects of grammar. The instructors of the social sciences, the humanities, the arts and the imaginative pursuits of literature shy away from the machine method of teaching. Even they have not devised a way for discussion and the interchange of ideas through the medium of the machine. The transmission of facts, yes, but the exchange of ideas, no. It is interesting to note that the Director of Learning Resources who is responsible for the entire system and who is the driving force of its continuation is a biologist and a transmitter of facts and not ideas.

Oh, yes, ideas are rampant. There is a dedication to creation and the translation of facts into usable form. But this usable form is in the terms of the machine, and not in the terms of the student. There is a good deal of talk of "individualized instruction". What this means to Golden West is that there is a one-to-one relationship between the student and something. Sometimes this something is the instructor but most of the time it is a relationship between the student and a machine. True, the student can go at his own pace. However, the actual scope of the information is limited by what the instructor has introduced into the machine. Therefore it is perhaps a limiting experience. For the fast student there is none of the intellectual game-playing, repartee, and one-up-manship which is possible in even the largest of the "impersonal" classrooms. It is individualized instruction, true, but only in one sense of the word. It is individualized for the unknown average student. There is a graying-out of personal differences, personal needs and personal preferences.

Some of this impersonal aspect of the system is alleviated by the heavy use of para-professionals. They always are available in the labs and serve a real function. It is interesting to note that most of these para-professionals have master's degrees in the subject but are unable to find jobs teaching so are willing to take these lesser jobs being auxiliaries. It is a sort of exploitation and a non-recognition of the status inherent in education attained. There is a good deal of reliance upon these minds and a good deal of the "real" day-to-day teaching seems to revert to these para-professionals. Of course, since they are continuously in direct contact with the student, the gratification of explication is theirs. Particularly in the mathematics lab but also in the other learning centers, there is a goodly supply of tutors available. This availability supplies some of the need on the part of the student for personal contact.

But the system negates the possibility for interchange in the general forum of ideas. There is minimal contact and exchange between the instructor and even less among the students themselves. Missing is the ferment of the classroom, the building of idea on idea within this ferment and the group dynamic which sometimes is a necessary aspect of transmitting a concept. The verbalization by one student which can then be understood by another is lost. There is no sharing in the learning process. Total individualization of instruction places one in the gray morass of the lonely crowd. It is possible for people to come and go on their schedule and perhaps on the surface this seems desirable. But this does not make possible the natural breaks of regularly scheduled meetings and the resultant forcing of the student to interact with his fellow.

The students with whom I spoke seemed to crave this interchange. The statement usually was that "people are not friendly" and "it is hard to get to know other students". Perhaps this is true because of the idiosyncracies of the population, but it is reinforced by the ways in which the learning is structured. There was little evidence of a unified student body as such and no sense of a group identity which some people say is one of the most important aspects of the college experience. It is not only what information and what facts the student gleans, but it is instead his socialization and the way in which he relates to his fellow which some maintain is the important result of college. At Golden West this development is at a minimum.

The dedication of the faculty to which we spoke was total. Remember, however, we were introduced only to the true believers - the people involved in the machine operation. They are willing to spend endless hours translating the information to usable form and then reinterpreting it for either the student or for the para-professional and tutor. The enthusiasm for the system among this group is overwhelming. The sense one gets is of a religious convention only of zealous converts - the converts to any cause are always the most fervent. This sort of total understanding and enthusiasm is necessary before it is possible for a machine operation to function with any degree of success. In this case the conversion to the system seems total within these departments whose basic courses are purely fact transmission. For all the talk of McLuhan and his understanding of machine and hot media, the reduction of facts to machine transmission seems to me an extension of the linear method of thinking and the stimulation of ideas from unexpected sources outside the line are not possible.

What does this mean for Mission College? It seems a "given" that there is great yearning for just this sort of campus. The new administrative positions have been filled with people dedicated to exactly this sort of system. There is a great deal of fascination with the "new" and with "gadgetry". There seems almost a collusion between the planners of Mission College and the suppliers of the systems (this was admitted at Golden West in that IBM has been generous in helping fund the system so as to use it as a show room and a sales device).

There is a presupposition that the new is better and that learning is stimulated by putting instruction into new forms. This has not been tested and many educators outside the system question the validity of these assumptions.

What does make it successful, at least on the surface, in Orange County? The most important element is that the people who are involved were the planners. Their dedication to the machine was the driving force in the formulation of the system. The system was not devised and then forced upon the faculty. The faculty which will actually be teaching at Mission College therefore must be consulted as to what they want in a very direct sort of way. It is a waste of energy for the instructors at Saratoga to become exercised by the possibilities of radical changes in methods at Mission if they are not to be directly involved in teaching on that campus. If the administration does indeed desire a machine-centered campus, then recruitment of the proper zealous sort of faculty must begin immediately. The decision must not be made by the existing faculty as to what is to be. There is room in the District for both the more traditional sort of instruction and for the more adventuresome.

Another important element is the population concerned. Orange County is an unusual enclave. It is the penultimate suburbia with only a recent influx of intellectualism and industry. It is an area of the impersonal life style of the shopping center and the automobile and the boredom of oil pumps pumping incessantly. The oil pumps have their fenced-off areas as do each of the tract houses. Everything has its own territory and its own function. One gets the feeling of great conservatism and aloofness and even if one did not know of the political reactionary climate of the area, one could feel the social estrangement which both fosters this sort of political feeling and also is a result. Golden West College is a direct extension of the community.

But this is not to say that there is nothing to be learned from Golden West. Perhaps there is nothing wrong with the transmission of mere fact - that smallest portion of what is considered "education" - by machine as long as it is within a well integrated instructional system. There must be investigation as to how different people learn and what different approaches are necessary to bring about synthesis for each particular student. There should be alternatives to the usual lecture method of transmitting information and there should be supplementary information available.

This supplementary reinforcement is well done in the Library-Media Center at Golden West. There are excellent cassettes, both tape and TV, and slide supplements. The non-book material produced by Golden West which accomplishes this reinforcement is the best I have seen anywhere. Reinforcement and remedial education are probably most effective when a multi-media approach is employed. It is always true that the excellent student investigates, and this investigation should not be limited only to what has been printed in books. And there are those students who by virtue of their training and their aptitudes do not respond to the abstract way in which non-technical subjects are approached. If there is a way of transmitting this sort of information by utilizing their sort of device, then, of course, it must be used.

There is a place in even the most traditional learning atmosphere for different approaches to teaching.

I would be hard-put to sanction any system which negates the basic relationship between the teacher and the student which is exactly what happens in the auto-tutorial and audio-tutorial systems. It is this relationship that is what true individualized instruction means. People must directly relate to each other if one is to get beyond the mere "how" of things and start to investigate the "why". And that, after all, is what education is all about.

Marvin E. Spohn

LaVERNE COLLEGE

LaVerne College is a church-related (founded in 1891 by Church of the Brethern), coeducational, liberal arts college. The main campus is located on 23 acres in the City of La Verne, 30 miles east of downtown Los Angeles. There are 800 students, 53 full-time faculty members and 22 part-time faculty. Three "residence centers" are located at Pt. Mugu, Vandenburg Air Force Base, and North Island, San Diego. A fourth is planned for Hawaii. These satellite facilities offer courses in Mathematics, Business Administration and Social Science. More than 700 students, many of them civilians from surrounding communities are enrolled in these programs. The Field Services department monitors course offerings throughout the Western United States and Hawaii. More than 30,000 are enrolled in this division.

Along with the Bachelor of Arts, the college offers the Master of Arts in teaching, and Master Education degrees, the Bachelor of Law and Doctor of Jurisprudence degrees. LaVerne's substantial enrollments and breadth of offerings and degrees are a recent development. What was a small college that sought to uphold the beliefs and life style of a conservative religious community, has been catapulted into the 20th Century.

The catalyst for this change was declining enrollments. The Board of Trustees, fearful that LaVerne would have to close, called upon alumnus of the college, Leland B. Newcomer, to be its president. It appears that the Board did not have a formulated plan for the revitalization of the college. Their selection of Newcomer was but good fortune.

It is my impression that he has been solely responsible for the development and implementation of the new program.

LaVerne's goals are not unlike any other college that I am familiar with: "stimulate a sense of individual responsibility, help students in personal, social, and other areas of adjustment, help students to discover who they are, help students to understand the nature and meaning of man and the universe, and help students decide what their role will be in society." But while most colleges' philosophy and objectives state a commitment to student needs, there is a tendency in practice for institutional needs to take first priority. LaVerne, on the other hand, gives first priority to the students' personal educational goals, and the structure of the institution is made to respond to and satisfy these needs.

This commitment to student needs does not mean that the student is free to do whatever he or she wants. There is freedom and flexibility, but there is also a structure and quality control.

There are graduation requirements. Every student must demonstrate proficiency in written and spoken English, pass the U.S. History exam; pass tests in reading, writing, and mathematics; take one full course in each of four areas -- Humanities, Natural Science, Social Science, Fine Arts; have a major consisting of eight to ten courses; and complete four terms of P.E.

Within this traditional-appearing framework, the student is presented with two important innovative options (relative to what we are doing).

The Humanities, Natural Science and Social Science divisions offer several interdisciplinary core courses (Man and Society, Individual Development, Man and His Environment) that meet the GE requirements in these disciplines. These courses may consist of classroom lectures, field trips, films, computer simulations, outside speakers or any combination of these. The student may elect to satisfy the requirement by enrolling in these core courses or by designing, with appropriate division approval, his or her own program. Such an option might include independent study, selected courses, working on a project during the January Interterm and May Term. (Note: Two months of each year, in January and May, students and faculty concentrate on one project, allowing the student to delve deeply into one specific learning experience. Some past experiences include studies of archaeological sites in Mexico, painting in Baja California, and a Biology project in Death Valley. One group of students studied the California Missions by traveling in a group on bicycles from San Diego, north along the Mission Trail), or foreign travel.

The student may (and is in fact encouraged to) opt to design his own major. He is free to select an independent major based upon some coherent pattern or idea, an interdisciplinary major or a major within a given discipline. During his senior year the student is required to pass a set of comprehensive exams in his major, and complete a major project acceptable to his major advisor.

As its past has demonstrated, LaVerne College will continue to face the challenges of a changing world. What impressed me most was Dr. Newcomer's recognition of the relationship between our assumptions regarding the nature of the student and of education and educational programs and college operations.

1. Life does not divide itself neatly into compartments -- neither does education.
2. It is important that there be a shift from an emphasis on teaching to an emphasis on learning.
3. Every effort should be made to match the educational program with individual student needs and to enhance such a program with appropriate efforts in testing, evaluation and guidance.
4. The use of "clock hours" as a method of measuring student progress is to be replaced by a concern with the kind of learning which has taken place, regardless of the amount of study or contact hours involved.
5. As a significant part of their curricular experience, students will be encouraged and expected to explore, to interact with, and to learn from both the college community and from many other "communities" -- from local to international and from ghetto to countryside.

If one were to ask me, "What did you learn from this experience?", I would say that one cannot design an educational program until one's assumptions about the nature of students (man), of institutions, and of education are made explicit.

Ken M. Colson

SIERRA COLLEGE
MONTEREY PENINSULA COLLEGE
GOLDEN WEST COLLEGE
LANE COMMUNITY COLLEGE

SIERRA COLLEGE

Student Population -- About 2,200, day and evening.

Location -- Rural setting, about 50 miles east of Sacramento on Highway 80.

Purpose of Visit -- To learn as much as possible about the "open laboratory" operation in use by the drafting department.

Statistics -- 230 students; two full-time drafting instructors; 18 day, 18 evening courses taught each semester.

Facility -- Two well-equipped drafting rooms having 35mm slide projection, 8mm film machines and films, overhead projection, time clocks and cassette-film combination machines for student use.

How it works -- Students register for lecture at a prescribed time and sign up for "open lab" time. Labs are open from 7:30 AM to 10 PM daily. Two full-time instructors are available two nights each per week on an hourly overtime basis. While the labs are working full flow, the instructor sets up his presentation (scheduled, for example, at 10 AM on a Monday), and begins. There is heavy emphasis on use of the overhead. Actually, anyone present is subjected to the presentation. When the instructor finishes his presentation, the instructional tools are left for students to use as they wish.

Advantages -- Teachers are assigned 115 hours per week for an average of seven contact hours per student. A class having one or two students cannot be cancelled since the instructor absorbs all students within his full load. Students are encouraged to work at their own rate; however, certain minima (performance levels) must be met. Students report a very positive liking to the system. It is very easy to schedule general education classes around the open lab.

Students are used to determine acceptability of work accomplished.

The system has so many plus characteristics for students and teachers that it is difficult to find any reasons not to use it.

MONTEREY PENINSULA COLLEGE

Purpose of Visit -- To learn about the electronic department's advertising techniques. A once-dying program at MPC, it is now oversubscribed with students.

Methods Used -- Road show: MPC students put on a "flash show" at each high school in the district. Preliminary work with the high schools prepares the way. Free radio and television time is used also to advertise the program. Emphasis is placed on the introductory (no prerequisite) course. Scripts are prepared by the electronics department on tape and are used as fill-ins at the stations.

It is good!

GOLDEN WEST COLLEGE

Purpose -- To observe a community college having an active Learning Resource Center and people who use it.

Statistics -- 6,000 day, 9,000 evening students.

Facility -- Buildings with movable walls; all plumbing is exterior.

Observations -- Philosophy of the institution is "to function as a team to improve instruction". This is accomplished by hiring people excited about using all of the tools available to provide the best learning atmosphere. Machines are used to provide more individual contact between student and instructor. Computers and almost every description of learning media are available and are being used at this school. Of ten students contacted about the institution, nine felt strongly in favor of the system, and one did not like it.

A teacher-apprenticeship program is being used. "Para-professionals" (young, qualified, fully trained instructors) are hired at about $8,000 per year to run the labs and teach one part-time course at night. If they "pan out" over a period of time and a job opens up, they are hired full time.

The system is open and honest, placing teachers in the position of directors of learning and administration as support people. The philosophy is one we should strongly consider.

LANE COMMUNITY COLLEGE

Purpose of Visit -- To observe another operational Learning Resource Center using dial access media.

Statistics -- Approximately 7,000 day and 12,000 evening students. Tuition is about $270 per year. Teachers have no tenure. The school is 50 percent supported by the State.

The Facility -- The dial access system, considered obsolete in some areas, nevertheless is being used to maximum effect by making material available to each department on campus. Teacher-prepared tapes and other media preparations number over 2,000 hours of information available to students and staff.

The philosophy of Lane is quite similar to that of Golden West in that the purpose is to improve instruction with learning aids. The school is student-oriented.

All occupational programs are mixed throughout the college and placed in the areas where they best fit. Department heads are responsible for the operation of all programs in their area.

The mathematics department is offering three tutorial programs with instructors available for help. The staff is encouraged to develop instructional tools since funds and released time are offered.

The philosophy and the people are the important ingredients at Lane. We should take a good look at the Lane operation, particularly its catalog system.

Joe Livingstone

THE FACULTY SURVEY

A subcommittee of the Mission College Planning Committee, consisting of Marvin Spohn, Bill Duquette and Lewis Thomas, working closely with the whole committee, developed the following survey of faculty, counselors, Learning Resource Center personnel and administrators. Its prime purpose was to discover faculty needs and perceptions, and the anonymity of the respondent was maintained throughout. Results are analyzed in the pages following.

ANALYSIS OF RESULTS

This analysis will attempt to convey feelings, attitudes and desires. No attempt will be made to evaluate those perceptions. Of 201 polled, 145 or 72 percent, responded. However, the replies of seven came in too late to be included in the raw data tally. Thus, 137, or 68 percent of the total certificated staff, are represented herein. The raw data are presented in Appendix C.

Some general impressions gained from the survey are that the certificated staff:

Is interested in where the student go after leaving the classrooms,

Feels that opportunity for private conferences with students is important,

Is decidedly opposed to the idea of academic rank,

Would welcome a reduction in the flow of paper via faculty boxes,

Is not as cognizant as one would expect of certain campus services,

Would welcome reconsideration of the method of selecting Community Service attractions,

Would welcome more inter-disciplinary courses, Favors fast, convenient access to supplementary learning media,

Does not envisage increased use of computers in instruction,

Does see an increasing learning role for television,

Considers LRC holdings inadequate,

Would use supplementary materials if offered by LRC,

Would spend part of a teaching load working in the LRC,

Believes that much has been ignored or inadequately provided at Saratoga,

Favors a divisional configuration,

Believes instructional budgets are inadequate,

Generally approves the salary schedule,

Of the services, rates Publications "best", then Audio-Visual, Service Center,

Believes most students need additional, individual help,

Would welcome innovation both in learning approaches and facilities.

The survey results are discussed under the general headings: Personal, Instructional and Services, Student and Facilities.

Personal

The faculty as a whole indicated rather strongly that it needed follow-up information on students. Eighty-one percent showed a particular desire for follow-up data on students who drop out. About two-thirds also indicated a need for information regarding job placement and placement in upper division institutions.

Although instructors got more "votes" than counselors (70 to 57) as those best-qualified to counsel potential students, the figures are misleading. About 78 percent of those responding to the survey were, in fact, instructors; only seven percent were counselors. Because some respondents suggested "combinations" as ideal counselors (counselor-instructor, instructor-coordinator, etc.), it was felt that percentages applied to this question would be misleading.

As expected, a high percentage of respondents (69 percent) felt that counselor awareness of their program was "most important".

A total of 53 percent of those responding indicated a need for a private telephone. Another 38 percent wanted a telephone but would settle for "remote access". But, of that 53 percent wanting a private phone, 12 were administrators, four were Learning Resource Center personnel, and nine were counselors. Thus, of the 69 requiring a private phone, only 44 were teaching faculty.

Who were they in terms of disciplines? Two were Business, 11 were Engineering Technology, seven were Physical Education, six were Humanities and Fine Arts, 5 were Language Arts, seven were Science and Math, and six were Social Science.

Forty-eight persons, or 45 percent of those replying, indicated a need for filing equipment and/or assistance in the classroom; 55 percent saw no need for it.

Sixty-five percent of the respondents said they would prefer to teach in the mornings. Only four wanted an afternoon assignment and none showed a preference for all-evening classes. Thirty-six persons (32 percent) wanted a "combination" assignment, such as morning-afternoon, or afternoon-evening, etc. Two-thirds of the Social Science and Business faculty participating indicated a preference for all-morning classes.

Fifty-five respondents, or 48 percent, voted for a laboratory technician as suitable supervisor of open laboratory time. Forty percent wanted the instructor in the lab. One instructor felt that no supervision was necessary.

Faculty reaction to the question regarding the most important and the least important consideration with regard to offices was rather interesting. Most considered *privacy* as the most important consideration and *location in the faculty sphere* as the least important; but the replies warrant further analysis:

Of the 68 persons (53 percent) specifying privacy as the most important consideration, 54 were full-time teaching faculty, or about 51 percent of the full-time faculty represented in the survey. Another 44 respondents, 34 of them full-time teaching faculty, felt that location of offices in the student sphere was most important.

Going back to the 54 who opted for privacy, it was found that one Business teacher, or 14 percent of the Business teachers in the survey, was so inclined. Similar "percentages of desire" for privacy in the other disciplines were: Engineering Technology, 39 percent; Physical Education, 67 percent; Humanities and Fine Arts, 64 percent; Language Arts, 64 percent; Science and Math, 44 percent; Social Science, 52 percent.

Only 14 persons (13 of them full-time teachers) felt that privacy was least important with regard to offices. Of those instructors, then, making the alternative choice of privacy or no privacy for offices, the sentiment is four to one for privacy. This attitude appears to be in marked contrast to the physical set-up at several of the colleges the committee visited recently. In those institutions, the faculty offices were anything but private.

Fifty-nine percent of the respondents indicated that they considered location in the faculty sphere as the least important consideration of all.

Respondents were decidedly opposed to institution of faculty rank at Mission College. Eighty-three persons, or 66 percent, said no; 16 percent said yes; and 18 percent "didn't care either way". Sixty-one percent of the administrators participating in the survey opposed academic rank.

Eleven percent of the certificated staff considered the college's salary schedule "excellent". Forty-two percent -- 55 persons -- said it was "good", and 33 percent considered it "acceptable". Only one thought it was "poor".

Instructional and Services

Fifty-two respondents, 39 percent, felt that the intra-communication via faculty boxes at West Valley College was "adequate". Those feeling that the communication was "good" or "poor" were about equally divided at about 22 percent each. A great many responding to the question commented about the great mass of material that went through the boxes, and there was frequent questioning of the worth of much of it.

The committee concedes that the language of questions 15 and 16, relating to the functions of the public information office and the methods of selecting Community Services offerings, is somewhat leading. However, the frequency and thoroughness of comments by the certificated staff underscore the sensitive and important roles of these two services. Ninety respondents, 66 percent of all answering the survey, felt that the information office should be concerned with reporting to the media on actions by all levels of the college community. Eighty-eight endorsed the business of seeking out, without waiting for assignment, and reporting on unusual features about the college district. Again, because some respondents marked more than one alternative, no percentages were assigned to these returns.

Eighty-five of 126 making a choice, 67 percent, showed a preference for a board composed of Community Services staff, faculty, administration, and lay public to select Community Service offerings. A number of respondents specified that students also should be added. Sixty-four percent of the persons answering the question said they used Community Services in their instructional programs.

Another necessarily "leading" series of questions, calling attention to an alleged lack of unity among faculty, brought two rather mild surprises. Forty-two persons, 33 percent, suggested they detected no such disunity. Another 27 percent, seemingly acknowledging the disunity, suggested that requiring a particular number of inter-disciplinary courses might ameliorate the difficulty. Another 12 percent would "eliminate divisions", making a total of some 40 percent who indicated they might be ready to eliminate the real or imagined divisional barriers. About a fifth of the respondents would require a minimum number of faculty meetings. Nine percent would go along with the late Dr. Calvin Flint's therapy of banning divisional coffee pots, thus forcing people to get together for coffee at the college center.

Relatively few persons answered the query regarding need for typing and filing service, particularly the filing. However, a number of respondents wrote in such remarks as "We'd use it if we could get it". "This is for d.c.'s and coordinators, but not us peons."

Eighty-eight persons, 70 percent of all respondents, said there was a need for library and/or media space adjacent to their immediate instruction area. This result, too, requires a bit more analysis:

Of the above 88 persons, 77 were full-time teaching faculty. By divisions, percentage of full-time teaching respondents wanting "close-by" media space were: Business, 62 percent; Engineering Technology, 78 percent; Physical Education, 44 percent; Humanities and Fine Arts, 82 percent; Language Arts, 78 percent; Science and Math, 78 percent; Social Sciences, 66 percent.

Of the 37 who felt that close proximity of media space was not important, three were administrators, six were counselors, and one was from the Learning Resource Center.

Sixty-one, or 53 percent, of those replying felt it would be more advantageous to their program if Mission College classrooms had specialized work stations.

Seventy-nine percent of the respondents believed that course offerings in their program were not fully developed. Again, a breakdown appears to be in order. Division-wise, the percentage of those believing programs were not fully developed were: Business, 75 percent, Engineering Technology, 73 percent; Physical Education, 67 percent; Humanities and Fine Arts, 73 percent; Language Arts, 78 percent; Science and Math, 61 percent; Social Science, 91 percent. Fifty-five percent felt that additional faculty would be needed to develop programs fully.

Eighty percent of all respondents saw no need for covered outdoor areas in their programs.

Sixty-nine persons, 57 percent, believe that computers will play an increasingly active role in instruction in the future. Nine of the 13 administrators in the survey, four of the five Learning Resource persons, and nine of the 10 counselors expected an increasingly larger role for computers, leaving 47 full-time faculty with such conviction. Few made a choice as to when the increased role would come about, and the results were inconclusive.

Sixty-nine percent, 77 persons, believe that closed circuit television will play an increasingly larger role in instruction at Mission College. In the 77 were nine of the 13 administrators, two of the five Learning Resource Center persons, and seven of the 10 counselors.

A relatively small number answered the question, "If you are not an audio-visual user, it is because....". From the spotty returns it seems reasonable to infer that most instructors -- or at least a very large number -- do in fact use audio-visuals. The returns for Question 66 appear to support this inference since 66 give the service a high performance rating. Again, the 76 percent who could use someone "with expertise in audio-visuals" to aid them in teaching programs appears to attest to the AV popularity.

Seventy percent of the respondents considered media holdings of Audio Visuals and the Learning Resource Center "average" to outright "inadequate". Two percent considered them "excellent", and 15 percent said they were "above average". Thirteen percent did not know.

Questions 30 and 31, relating to frequency of use by faculty of Audio Visuals and the Learning Resource Center, offer opportunity for comparison:

Length of Time Since Service Used	Pct. of Total Replies (130) A/V	LRC
One day	48/37	24/19
One week	37/28	50/38
One month	37/28	34/26
Not this year	8/6	11/8
Never	0/0	11/8

More than half the respondents (54 percent) indicated that it would use regularly open media production areas for production of instructional materials, if they were offered by the LRC. Another 38 percent indicated that it would use them occasionally. Of the 13 administrators in the survey, six, or 46 percent, leaned to "regular" use of such open production areas, and another six (46 percent) favored occasional use. An impressive number of respondents, 109 or 84 percent, favored encouraging student preparations "in formats other than written papers and oral reports",

In question 35, relating to the spending of part of the teaching load in the Learning Resource Center, it was felt that a comparison would be appropriate between all respondents (instructors, counselors, LRC personnel and administrators) and instructional staff only:

The question: "Would you consider it valuable to spend part of your teaching load in the Learning Resource Center?"

	All Respondents No/Pct.	Instructors Only No/Pct.
YES	94/72	75/70
NO	36/28	33/30

However, of the 94 who favored spending part of the teaching load in the LRC, only 72 stipulated a specific activity (working with students, preparing media, etc.), and of these only 49 were full-time instructors.

By far the most popular use of television was "Having taped programs available for my students on an individual basis in the Learning Resource Center". Fifty-four persons so responded. Twenty-nine gave as first choice "Producing (television) programs with my class and/or LRC staff", and 22 opted for "receiving taped commercial TV programs during class time".

Some of the "other" suggested uses of television were:

"Instructor self-evaluation via video tape", "Use of (VTR) as part of a demonstration", "Replay of activities for analysis and error correction", "Video taping of student speeches", "Reproducing tapes taken of my class", "Learning to use the media (sic) as a communication tool, a career and an art form", "Video taping students in action".

And in the "other uses" were these comments: "Can't see any strong application in my subject", "I don't like TV for any purpose", and "TV is the least valuable to us of all audio-visuals".

Questions 37 through 41 deal with additional considerations with respect to Audio Visual and the Learning Resource Center. All results reported herein are in terms of total respondents (instructors, counselors, Learning Resource personnel, administrators):

Preparation of Audio-Visual aids by the LRC, 76 percent.

Computer print-out of all newly-arrived media: extremely valuable, 29 percent; valuable, 25 percent; some usefulness, 38 percent; not useful or a waste, seven percent.

Would use small group conference rooms, if available, for listening, viewing, etc. of new media: often, 26 percent; occasionally, 67 percent; not at all, seven percent.

Would favor attending, for salary placement credit, short workshops concerned with production of learning media: during summers, 37 persons; during regular semester in evenings, 81; during regular semester on weekends, 27; at "other" times, 15 persons. Not interested at any time, 15 persons.

A total of 105 respondents, 86 percent, indicated it would like to be notified of the preview of films, slides, records, tapes, etc., in order to participate in the selection.

Sixty-four persons, 59 percent of those replying, said that "some element or facility" of their department was indeed either totally ignored or inadequately provided for at the Saratoga campus. Following are some of the comments by teaching staff so replying:

"Individual offices."

"A video taping studio for student scenes (sic) and productions."

"Continuing education programs and services."

"Adequate assistant personnel for preparation of lab materials."

"Additional AV equipment...."

"Special room for instruments."

"Time for individual help in English composition."

"Art survey (lecture) rooms with darkening device light dimmers (for note taking), two slide and film projectors with two screens for purposes of comparison."

"Staff lounge located within a reasonable walking distance or in our building."

"Experimental psychology lab, small cubicle for experiments; two-way observation rooms; closed circuit TV facilities."

"Pony pack video tape."

"(More) large sized classrooms (70-80 seats); enough small group rooms which are private. A glassed-in room is not private."

"Ability to have a darkened room for film viewing."

"Tuning of pianos, repairing of electronic pianos; lack of phonograph records."

"Telescope for astronomy labs."

"Not enough teaching (lecture and lab) space for students in the (Humanities/Fine Arts) program."

"Construction work space."

"Record library and listening facilities for students to listen to records with earphones."

"We have no classroom facilities (Physical Education) up to the current time. Faculty office situation hardly any better. Hopefully things will soon improve with building under construction."

"Community based learning experiences."

"Too complicated to go into."

"Wall space for maps, pictures, charts, etal. High ceiling room to use large materials such as precinct maps/world maps on large scale."

"Secretarial help. Office assistance inadequate. Films inadequate. No privacy for conferences with students."

"Ramps for wheelchairs, easy access for handicapped."

"Space to teach in, too few classrooms."

"Audio Visual Center."

"Shades on windows in classrooms."

"Testing space and equipment for textiles. More large cutting tables."

"We could use more maps in some of the rooms where History classes are taught. I have been taking my National Geographic Society maps both at Saratoga and Campbell."

"Private offices."

"Adequate privacy for student conferences. Quick, yea, even instant reproduction of student essays written in class."

"Adequate office space that is quiet and has some degree of privacy."

"Office space; individual phones."

"Office space."

"Student work center for AV for student to develop park (sic) slide programs and multi-media programs."

"AV."

"Hot water, telephones."

"Individualized TV cassettes."

"Media center where students could review, listen, observe, prepare and/or combine the above to enhance their learning."

"Pencil sharpeners that stay on the wall."

"An archeology lab." (sic)

"Some group conference rooms in division buildings."

"A small conference room for division or departmental meetings."

"Telephone jacks in faculty offices."

"Playback facilities for students to see speeches they have taped in class."

"VTR set-up is not large enough to do anything with. It is only used correctly with classes that meet in SLA 20 and these classes are often interrupted in their use or shuttle around to help meet needs of other classes. Most students get one or two exposures which research indicates is likely to do more harm than good."

"Maps are inadequate and hard to use. Geography room is a mess -- lighting poor (no shades) for showing slides, films. Do check out these things."

"Self instructional material not available in electronics."

"AV services, primarily adequate video-taping."

"Sound-proofing between offices and labs. Areas for students to work on own projects."

"Media development. Individualized instruction."

"Inadequate work or preparation room. Poorly planned offices and classrooms. Air-condition and heating problems are unreal."

"Two or more color reproduction with respect to students fully learning what is required of them in their respective fields. We can only "show and tell"; we have no "hands on" facilities."

"Two entire chemistry laboratories."

"Space indoors (P.E.) to lecture or show films. We also need a permanent loop projector (8mm)."

"Floor space."

"Computers (either terminals or small ones)."

"Career placement center and occupational information. Small group conference rooms."

"Typing of exams."

"Films."

"Constant budget fight for slides and films on subject matter."

"Non-print media."

"Testing room; larger outdoor play space for children; isolation room for a sick child; teacher's room for rest -- West Valley Nursery School."

"More classified help and a greenhouse."

"Space which would not have to be shared with other departments and programs."

"Rooms equipped for video-taping."

"Career development center and materials."

"Greenhouse; typewriters, adding machines. Paper-thin walls between offices."

"Permanent larger facilities."

Probably as much of both "praise and blame" was provoked by the question, "What is an 'A' grade?", as any other question in the survey. The questioner merely wanted to know if the instructor evaluated his students on the basis of individual achievement or on the basis of a competitive showing, a race, among his peers. Possibly the question would have been more palatable had it been worded: "What more nearly resembles an 'A' grade....?". As for the results themselves, 89 percent considered an "A" a pinnacle achieved; 11 percent considered it a race won. Some readers might find it curious that no member of the Physical Education division considered an "A" a race won.

Of 105 estimating approximate hours a week an instructor "should spend" on non-classroom but instruction-related activity, 66 or 63 percent said 15 to 29 hours; 20 or 19 percent said 30 or more; and 18 either specified another figure or demonstrated an objection to the attempt to pin down the amount of time required.

Forty-one percent of the respondents objected also to the generally-accepted "rule of thumb" which holds that a student should spend at least three hours in preparation for every hour spent in class.

This group indicated that there should be no such criterion. Of the remainder, 39 percent felt that the three-to-one figure was "just about right", 19 percent thought it was "too much", and one person thought the three-hour figure was "not enough".

Respondents varied in their replies to Question 46, in which they were asked to rate, 1-2-3, various teaching approaches. Some checked only one item; others checked three, five or all. Thus only the "first choices" are shown below:

Approach	Number giving it "first preference"	
Lecture	31	(25 %)
Class Discussion	26	(21 %)
Student Performance	48	(39 %)
Demonstrations	8	(7 %)
Quizzes	1	(1 %)
Skills, Drills	3	(2 %)
Other	6	(5 %)

Those who specified "other approaches" proposed "small group discussions", "labs", "reading, homework", "individual conferences", or "combinations of all" or several approaches.

It is perhaps interesting to note that, among the so-called "progressive" colleges visited, student performance, demonstration and class discussion all have considerable following with the respective faculties. These three approaches enjoy a combined first-place preference among 67 percent of the West Valley faculty.

A large majority indicated it did not agree with the college policy, which warns that an instructor may drop a student who is absent from class one more time than the number of class meetings in one week. Sixty-nine percent said they do not observe this attendance "rule". Of the 31 percent who do observe the policy, few indicated that the drop was automatic.

The committee senses, from several unrelated areas of the survey, that much of the faculty would welcome exploration of alternatives to the division configuration as at Saratoga. For example, such an attitude can reasonably be inferred, we believe, from answers to Question 48, which solicits reactions to an inter-disciplinary assignment. Fifty percent said they would welcome such an assignment; 42 percent said they wanted more information, but did not say no. Seven percent said flatly that they were not interested. To the committee, this 92 percent "in favor of" or "open-minded", suggests desires to explore beyond division lines. However, a majority still appears to be committed to the idea of divisions.

In reply to the question, "Are there enough full-time instructors in your discipline for program effectiveness?", 46 percent said yes; 49 percent said no; and five percent were not sure.

Questions 50 through 69, in which the respondent was asked to "rate" various aspects of the college operation on a scale ranging from "excellent" to "poor", obviously involves value judgments that vary from person to person. The committee feels that the principal value of such "spectrum rating" derives from:

The net impression, whether approval or disapproval.

The apparent trends or patterns revealed in the answers.

To arrive at the net impression, the committee eliminated the replies marked "No opinion" or "Acceptable", arbitrarily -- be it admitted -- assuming that "Acceptable" implies neither approval nor disapproval. For each question, the sum of "Excellent" and "Good" were compared with the sum of "Below Expectations" and "Poor", with the net difference determining approval or disapproval. However, the values of "Excellent" and "Poor" were weighted such that they would have twice the value of "Good" and "Below Expectations", respectively. Finally, the margin by which approval or disapproval was registered, was indicated. Average margin of Approval was 54; average margin of Disapproval was 22. Below are the results:

		Attitude	Margin
50.	Opinion of emphasis placed on counseling and guidance		
	For full-time students	Approval	9
	For adult, evening students	Disapproval	65
	For high school students	Disapproval	7
51.	Current operating budget for respondent's program	Disapproval	18
52.	Current operating budget for educational program in general	Disapproval	11
53.	Utilization of instructional facilities and equipment	Approval	23
54.	General adequacy of instructional facilities, equipment	Approval	24
55.	Present method of evaluating instructional personnel	Disapproval	1
56.	Qualifications of instructional staff in respondent's discipline	Approval	147

		Attitude	Margin
57.	Proficiency of respondent's discipline in updating instructional content	Approval	109
58.	College's collection, translation of information on community education needs	Disapproval	26
59.	College's promotion of transfer programs	Approval	46
60.	Position of division chairman as member of "administration team"	Approval	20
61.	Effectiveness in placing students in four-year institutions	Approval	79
62.	Effectiveness in job placement of occupational education students	Approval	40
63.	Service performed by bookstore	Approval	28
64.	Service performed by service center	Approval	66
65.	Service performed by public information office	Disapproval	25
66.	Service performed by audio-visual	Approval	80
67.	Service performed by ombudsman	Approval	2
68.	Service performed by Community Services	Approval	46
69.	Service performed by Publications Office	Approval	93

Student

A large majority, 86 percent, felt that the average day student's "image" of West Valley College was one of adequacy or better. Similar opinions were expressed about evening student attitudes, except that a very high percentage of the faculty responding, 64 percent, felt that evening students would rate the college "a viable, effective instrument for pursuit of learning". Very few felt that the image entertained was one of "high school with ash trays".

Although a good majority, 64 percent, considered the most appropriate role of advisor to the college newspaper to be one of "keeping hands off", less than a majority, 46 percent, felt that the present purpose of the paper envisaged it as an "unrestricted reporter of campus life". About 37 percent appeared to feel that the publication was under supervision of faculty and staff.

Although the job placement service got a passing grade with the faculty, it should be noted that 48 percent had no opinion. One is prompted to wonder how many in that 48 percent do not even know of the existence of a job placement service at the college.

More than half the faculty taking part in the survey felt that students should have a voice in faculty evaluation. About half also would give them a role in planning course content.

An overwhelming majority, 83 percent, believe that their students needed individual help, outside class time. This reaction appears to be in line with present trends in educational technology.

The faculty indicated, by a margin of 45 to 39 percent, that close access by their students to the Learning Resource Center was important but not imperative. Seventy-two percent were satisfied with the proximity of the LRC to their students at Saratoga. Only 20 felt that close proximity was not important. They consisted of: three from Business, three from Engineering Technology, five from Physical Education, one from Language Arts, seven from Science and Math, and one administrator.

Facilities

Eighty-two percent of the respondents wanted parking areas closer (than at Saratoga) to classrooms and separated from student parking areas. A smaller percentage, but still a majority 52 percent, wanted their offices close to their classrooms. They also stipulated by wide margins, that audio-visual materials and other instructional material be immediately available.

Rather curiously, 68 percent opted for "innovative" structures at Mission College, yet 69 percent felt that instruction in the main will be given in "conventional" type classrooms in 1980.

Most respondents, 47 percent to 38 percent, agreed with a Citizen's Advisory Committee recommendation that buildings up to three stories be erected on the Mission site. Possibly the clause in the query, "so that considerable open space will remain", influenced this result.

Fifty-five percent of the respondents expressed a preference for the divisional configuration for Mission College (as at Saratoga), and 45 percent preferred a central classroom complex with no divisions. When all non-teaching personnel were excluded, the margin widened to 58 percent for divisions and 42 for non-division configuration.

As for types of State-supported construction, the faculty would spend the money first on classrooms and labs, second on equipment and third on offices. It would be least inclined to invest the money in, first, theater, second, maintenance facilities, and third, physical education facilities.

Finally, many of the respondents took the time to reply to the two questions: "What are the chief strengths of your program?" and "What are the needed improvements .... ?" These replies may be found on pages 105 to 137.

NARRATIVE REPLIES

What are the chief strengths of your program?

The Secretarial Clerical discipline is meeting the needs of students in that they are receiving the training they need for entry into the job market. Also, there is a very strong faculty effort to update the curriculum in terms of current needs and methodology.

The freedom to use my best professional judgment in accomplishing my assignment.

Opportunities for students to learn a disciplined body of subject matter, to learn methodical habits, to prepare for a vocation.

Related Labs: Lab sections with available electronic equipment.
Process: Variety of lecture oriented and experimentally taught classes.
Content: Variety of courses - some training for immediate employment - others highly esoteric.

1. Physical activity
2. Learning of "carry over" or recreational activities that can be used for a lifetime.
3. Learning to care for one's body; learning what to do and not do with one physically.

Required action: hiring with these needs in mind.

A career ladder sequence in six major areas within our department and many others within the division. A choice of Certificate, A.A. or A.S. Degree programs, and/or transfer to a four-year program with little or no loss of units.

Park Management - Practical application of skills. Cooperating programs with National, State and local Park Departments.

1. The originality and creativity of students.
2. Hopefully, the curriculum (with much more work).
3. Faculty ingenuity and compromise.

Relevance of subject matter.

It is a stable discipline which will remain in any technical society. It is needed as a profession and it is needed in para-professional areas. However, I am not so hidebound as to believe that we cannot train technicians or technicians who need our discipline. I, therefore, favor a field approach that trains professional, para-professional and technicians with our programs. We should reflect the needs of our society and our community with all the creativity we can muster.

Provide instructional and cultural activities to assist in meeting the needs of the community.

Subject matter.

Teaching of laboratory skills and theory applicable and useful in a profession.

1. Realistic evaluation of community and student needs through use of advisory committees.

2. Honest evaluation of student goals (I'm here to learn an occupation whether it be doctor or plumber or even writer!)
3. Graduates are numerous and successful.
4. Students have learned that they are "somebody" even though they are not so-called "academic" people.

Transfer preparation; equipment and supplies; facilities in use; set off numbers.

Math: Good teachers. Adequate help. Math Lab.

Good preparation for "pre-professional" students. Well organized (we hope) program to enable students to transfer with no loss of credits. Prepare the student for understanding principles.

Good instructors; good cooperation; freedom to select texts.

Interest of students in the subject matter.

The various fields of "public service" offer opportunities or service to the community, the state, the nation. Within the scope of "public service" lies the "Administration of Justice"; probably no area of public service has a greater need for revision, updating, and professionalizing than the various sub-systems of the criminal justice system. Our program is designed to secure better quality of persons and to give these persons an educational background that will enable them to become truly professional in the conduct of their public service activities; to better understand the problems of the community, to cope with these problems in a professional way, to secure better cooperation and understanding from various segments of the community.

We have excellent personnel presenting a variety of approaches.

Versatility of course offerings, faculty personalities and techniques. Individual conferences and instruction for students. A reasonable class maximum. Inter- and intra-disciplinary rapport.

The program is in the process of being completely revised but these revisions will not be introduced until the fall. Therefore, it is premature to determine strengths and weaknesses. It is also irrelevant to determine strengths and weaknesses of a program that is to be changed so here are anticipated strengths of our new program:

a. Courses will be taught more on an individual basis allowing students more flexibility and individual attention;

b. Courses will be offered on a nine-week basis giving students opportunity to "try out" courses without investing an entire semester and allowing more flexibility in courses attempted;

c. Decreased drop-out rate.

One-to-one relationship with students as well as faculty. Leadership in student personnel that has made every effort to keep "on top of things" and inform counseling staff of change.

For the most part, a bright, willing teaching staff that welcomes innovation, that rejects the traditional talk, discuss, drill and regurgitate sequence.

Very good to excellent instructors; an efficient Division Chairman and co-operative Discipline Representative; excellent Secretary.

Good Division Chairman; good Division secretary; good communication with other faculty.

Services to students. Treating all students the way we would like to be treated. Excellent educational, vocational and personal counseling. Excellent staff with outstanding classified support staff.

History is the only course which attempts to give students the total picture of how society has developed. All other disciplines are fragmented parts of the total and History attempts to relate all these parts in order to give students the overall view.

Instructors with varied backgrounds and skills; good working atmosphere; cooperation.

High degree of interest in the greatest good for the largest number of students. All are "student centered" people.

The flexibility of the present staff to handle new situations intelligently. The high quality and degree of help given to each student.

In general: 1. Student learns to analyze what may be his most important important asset - his individual human communication behavior.

In comparison with other institutions:

1. Faculty has a diverse, but competent educational background.
2. Faculty seems willing to spend time with individuals.
3. Things are happening: People have been involved with community services and other public service-type activities, there is a

growing student interest in specific programs, textbooks and learning aids are being designed, a professional newsletter is being edited here, people are interested in the innovations that are being made outside this institution within the discipline, and we are adapting accordingly.

An excellent teaching staff; a variety of teaching areas; increasing breadth in course offerings leading to good transfer and two-year programs; probably the best Experimental Psychology lab for undergraduate teaching on the West Coast because of (a) staff and (b) equipment.

Able to communicate with students more.

1. Staff - qualified, caring
2. Innovative programs
3. Concern for welfare and education of major students.

Varied offerings and variety of capable instructors.

Individual student focus; close tie with future use; clearly defined subject matter.

1. Basic material stressed - firm foundation
2. Broad coverage of discipline
3. Use of competent hourly instructors.

The funds that are made available for the purchase and rental of audio-visual aids as a teaching tool is the greatest strength. The strong attention to the objectives of each discipline and the methods these objectives are to be achieved is another strength of my Division. There seems to be constant concern for improving the performance of the students in my discipline. There is a constant search for better teaching materials.

English-Reading

1. An excellent job for transfer students
2. Personal, individualized attention
3. Our relatively conservative approach makes us one of the few schools around that emphasize writing skills above and beyond interest in "rap" sessions. A real plus.

Basic to all other courses offered; varied offerings; excellent instruction; professional attitudes.

a. Prepare transfer student academically
b. Future: Interact with other departments, e.g, Food Management, Biology, Architecture - for work-related practical two months position in field of special interests.

The desire on the part of some of our staff to increase the effectiveness of the offerings insofar as future values to the students is concerned. We can offer an opportunity for learning skills which can be used lifelong as we improve our curriculum offerings.

Meets industry and students' needs; job placement of students.

Variety of courses offered for General Ed. Strong major sequence.

A need which does meet the desires of the students.

Willingness of staff to accept broadened role of L.R.C.

The Natural Sciences should allow the student the opportunity to learn through discovery.... which is the rationale behind the laboratory. The Planetarium allows this to occur to a certain extent, but telescopes should be available for student use so that the thrill of recognition of celestial events and objects accompany the learning in the classroom.

Dedicated instructors, at least for the most part, are the only reason we've survived. Their strong suit is pride.

Bringing greater aesthetic awareness to everything around us.

The strongest qualities are: Creative communications with advisory committees in updating in the latest skills-on-the-job.

Students; faculty; facility; apprentice program; special problems; independent study; transfer to university.

Our program is strongest insofar as it caters to the needs of the general education student.

To give every individual an opportunity to learn a skill (new or renewed) that they will continue to enjoy the rest of their lives. At the same time, I feel a challenge to reach those students lacking an adequate background (or just turned off) in individual leisure time activities. Also to give those of higher skill ability an opportunity to excel in competitive sports - and offer as many different activities as possible - to reach all personalities. I think this includes fellow faculty members.

The students who have been very flexible and very understanding of many weaknesses in the P.E. program at West Valley. Also, the operating budget has been a rather generous one.

Our program is for the most part student-oriented and we have managed to hold our own number-wise (even increase slightly) while other language departments have not done so.

Up-to-date; good transfer reputation; useful in everyday life; academically oriented.

Student-centeredness; relevance.

Positive attitude; good communication within the faculty; adequate tools and maintenance.

Service to traditional college core programs as well as vocational-tech fields.

Provides foundation courses for transfer students, and the courses are equivalent to what Berkeley or Stanford offers - exceeds San Jose State University. Provides essential General Ed. courses (should be required but are not.)

Staff.

Division of various courses makes it easy for the student to achieve the necessary skill level to attain a job. This is definitely beneficial to the student, but means we have a smaller percentage actually receiving degrees. We are currently revising our entire curriculum to allow students to take nearly all our courses in nine-week blocks. We hope this will make it easier for us to place the student correctly and therefore eliminate the problem of students signing up for a beginning typing course when they already know the keyboard.

Sociology - Using the community as a laboratory; relating the student to his society.

Social Service Technician - Contact with community agencies.

W.R.E.P. gives women the necessary confidence and skills to succeed in the regular college program. Strengths are group support, teacher concern, counseling effectiveness.

1. Solid academic courses to explain the mechanics and variable forces at work in American politics.
2. We have variety of offerings in P.S. 1, 2, 3.
3. Excellent instructional staff with practical as well as academic backgrounds in the areas taught.
4. Fact that government at all levels is so active political scientists are in demand and so are good courses in the fields cited.

Good instructors; individualized attention given students; academic freedom.

The staff.

Vocational orientation as well as meeting desires of a variety of specialized groups.

Diversity; relevance.

Our teaching personnel, in my opinion.

Humanities

To look at student's beliefs and knowledge of himself and his values;

To use Arts as explanations of cultural "realities" of the epoch studied - what can we use and learn from these epochs.

This also allows the student to:

1. Survey some literature, arts, music, philosophy, drama and history.
2. These are related to each person in comparison with today's values.
3. We expose students to arts who would not ordinarily choose courses labeled "Arts".

Direct student contact with a most certain progression in learning, on a very personal basis. I feel our contacts (personal) with students represents a strong plus to students that, in general, get very little of this in other areas.

1. Capable, flexible faculty interested in providing "something for everyone".
2. Chance to reach and teach our students outside of formal classroom.
3. Opportunity to work with all faculty on their teaching assignments.
4. Desire for innovation and change to update and experiment.

Constant upgrading of courses - offering of new courses to meet needs of students (interest).

Geology

Chief strengths include lectures, use of slides, discussion and essay tests.

Concerned instructors; good rapport with students.

Diverse course content - varied presentations. Students' needs and interests considered.

Excellent laboratory training; excellent student attendance - low attrition; High enthusiasm of students; excellent community acceptance of program; dedicated instructors.

a. I believe we're trying to reach all areas of the college, but are too thinly spread out.

b. Liaison with divisions through an effort to assist and understand all programs with the student in mind, as a person.

c. Liaison with the community (high schools, colleges and universities). A sincere and realistic effort is being made to try to communicate the "image" of the community college with its program.

1. Good instructors
2. Innovative program (new courses)
3. High degree of closeness among staff.

Dedication of teacher to the advances of Student Career Development. Interest in the individuality of each student.

Our instructors; fairly good equipment supply.

Since we are concerned with trying to help our students think seriously about the concepts and the issues related to our various social science fields, we are in what I consider to be the fortunate position of having a wide variety of philosophical orientations among our faculty members. No one can seriously charge our division with presenting a monolithic viewpoint on these issues, interpretations, or concepts, as I see it, and this is beneficial for our students.

Instruction; facilities.

The faculty knowledge of subject and commitment to teaching.

Conscientious instructors willing to give a great deal of individual attention to their students.

1. A genuine congeniality among the members.
2. Variety in individual backgrounds which provides for variety in courses taught.
3. The members' recognition of individual differences in teaching techniques and an appreciation of these differences.

A close student-teacher relationship. Much of the self-examination necessary in youth goes on while skills are being learned. The student learns how to organize his thinking and learning.

Good instruction, experimental offerings, and course content students need in order to function as members of our society.

Something like education really does take place with surprising frequency.

Competent faculty.

Inquiry, persuasion and negotiation.

1. It is relevant to the requirements of business and industry.
2. It is flexible and changed as needed.
3. The instructors are well trained and have had experience practicing what they teach.
4. The needs of the students are considered strongly in curricular changes and improvements.

Physiology

Adequate equipment - there is class-size sets of equipment (30 microscopes, 30 hemocytometers, etc.).

Large laboratories.

Me.

The instructors - flexibility - ability to respond to labor market demands.

NARRATIVE REPLIES

"What are the needed major improvements, if any, in your program, and what action is required to achieve these improvements?"

Something needs to be done to improve the attrition problem. We are hoping to have the Instruction Committee approve our plans for nine-week courses in an effort at solution.

Constant updating of course content with recent research, student interest, and new vocational opportunities. Need release time from teaching occasionally in order to keep up-to-date - or incentives to use summer time - less restrictive incentives than now exist.

1. Larger room and more equipment for Lab.
2. Office space and cubbyholes or cabinets for filing.
3. Some classrooms with couches and rugs, for encounter, group dynamics, Personal-Social adjustment and Human Relations type classes.
4. Reserve fund for purchasing equipment and paying for occasional quality guest speakers.

More and better facilities - this is being done at Saratoga now. It might be a good consideration, because of finances, to have a limited Physical Education program or none at all at Mission - with a complete duplication of complete facilities, we need a great deal of money and square footage.

Greater in-depth training required in speciality areas, i.e., career placement and planning, psychological assistance, vocational advising.

We need a better advertising campaign and recruitment of students into our entry level courses. More time is needed for liaison with high schools, and industry, and for preparation of brochures, announcements, displays, etc. for the community.

A "place to call home". A student work center. A department office with a telephone.

1. Facilities, more careful planning in future.
2. Curriculum, improved communication with those who make the final decisions.
3. Flexibility of Facility and Curriculum.

More courses.

Recruitment - open, positive, competitive for top talent; new courses.

More modern equipment. More ways of using modern theory and A.V. or multi-media. The methods of teaching and testing should reflect the state of the science.
To achieve this goal will require three things:

1. Return to training schools to take courses every 3-5 years. We must put a premium on this factor.
2. Money for modern equipment.
3. Visual means of learning new theory to keep the interest high.

We need innovating programs in all areas.

Smaller classes; more student contact; spend money on instruction and reduce administrative and classified waste (personnel).

"What are the needed improvements....?" (Continued)

Adequate teaching assistance to allow instructor time for innovations, improvement and updating of course content. In general we need an administration which serves the teaching profession rather than dictates limits.

Changes needed (for students):

1. More flexibility in scheduling (we'll try opening labs so students can program their course needs easier).
2. More variations in learning media - trying to make available for students: tapes, slides, video preps, etc. - the process is slow with little help being available.
3. Too many students in our lectures! OK for academic students. Not OK for those who learn by doing - they drop out!

We have had no luck with our "bang for the buck" administration who will increase classload O.S.A.P.

We need in-service training for part-time teachers or we need full-time teachers to replace the excess number of "part-timers".

Relief of certificated staff from some of Laboratory assignments - use of Lab Technician or Lab Assistant.

Lab windows with drapes - curtains for daytime projection.

More efficient A.V. capabilities, i.e., preparation, etc.

Smaller classes and larger classrooms.

Offer courses every semester (do not alternate); correlate sequences better (overall planning in discipline). More space and money for equipment needed! Possibly more full-time instructors!

Improve ability of students to succeed in the program through improvements in course structure, presentation, content, instructional methods - action is to encourage in other discipline instructors a desire to participate in these improvements; and/or a recognition that they are necessary.

Very happy with D.R. and discipline.

Archaeology lab - needs to be incorporated into the planning stage.
Large Lab - with 3 sinks and lots of storage area.

1. Have been badly in need of adequate facilities. Construction of new Administration of Justice Building due to begin soon at Saratoga and should be ready for occupancy by Spring 1974.
2. Need for additional full-time instructors (only one at present, with more than 20 part-time). Tentative plans for one additional full-time, Fall 1973.
3. To develop curricula for other sub-systems of administration of justice (we have program for the sub-system of "Law Enforcement"); other sub-systems, such as Corrections, The Courts, Evidence Technology need be explored.

    Would require careful research to determine what, if any, other sub-system curriculum is needed.

    Would require personnel to do such exploration.

    Would require personnel to implement any needed program.

    Would require facilities to implement any such program.

Our division and our department has been hard hit by the shift in emphasis to occupational training and careers planning. We have been busy with innovations designed to make our courses interesting and attractive when they are no longer required by State laws. In addition to these responses, I believe we need to work within the new emphasis! With regard to the training being done in supervisors for industry, it seems to me that a number of our History, Psychology and Sociology instructors could devise important supplementary instruction.

We should expand into television and speech therapy. We need a speech lab where students can videotape a speech while practicing it. The lab should have a technician and be available to students several hours a day.
We need more secretarial help so that instructors may spend more time with students.
We need at least one more video camera.

We have felt that there has been too high a drop-out rate in our program, too much duplication of subject matter, superficial treatment of some important subject matter and a lack in satisfying the needs of all of our students. Hopefully our new program will solve these problems.

I would like to see us contract with a nationwide service on career development and placement information where updated information would be available from a computer. For this, a 3rd or 4th generation computer with CRT's would be necessary.

An admission by administration, trustees, State officials that California's high schools have sinned, are sinning, and likely will continue to sin against our young people in matters of English composition and consequent willingness to allow teacher-student ratios whereby we can get the job done.

a. Improvement in audio visual (storage and retrieval of slides for art lectures).
b. Increased acquisitions of slides (2x2) film rentals which pertain to our specific discipline which are more recent than those provided by the County.
c. Increased studio classroom space beyond that provided by Saratoga facility.
d. Art Gallery for display of student and faculty work and outside exhibitions (also a budget to include cost of supporting a gallery, paid attendants, etc.).

1. Need for more full-time faculty and not so many part-time.
2. Some form of expediting supply orders and purchase order handling.
3. Budget time is always a nerve-wracking time. Too many things get lost, mislaid or charged incorrectly.
4. Takes too long; order too early and delivery too late.

A more viable student activity program with strong faculty leadership - faculty support.

Paid student helpers at registration rather than depending on volunteer helpers. Students who collect fees are paid, however, students who pull class cards, etc. are volunteers - due to lack of budgeted funds. Funds in the budget!

More decentralized counseling. Plan to put counselors in instructional buildings at Mission.

Better communication at all levels - up and down!' Streamline the existing structure.

Student motivation. If anyone knows what action can achieve this, all educational problems will be solved.

Major problem is that classes are too large to give individual attention and to make maximum use of videotape.

Whose "brain child" was this? It's worse than the "Spanish Inquisition". The way it's constructed it makes for great ammunition to enable the destruction of some segments of our academic community; no matter how they are worded! If portions of this are even remotely connected to the improvement of a campus (buildings, etc.), it's purely accidental!

Major improvements are needed in communications with the entire faculty as to curricular needs and more in-depth help to students in support of their career pursuits.

1. Need more office space, primarily to have room to counsel with students without tripping over one another.
2. Need more secretarial help. Students would receive more in terms of handouts, programmed learning aids, but I feel guilty heaping more work on a grossly overworked secretary.
3. Need more specially-equipped classrooms to do a complete job. What we have is a tantalizing taste for each student of what might be (in terms of VTR equipment) if we had enough.

It would be better to restrict use of present facilities to just a few students and do it right with them than to try to dabble in it with everybody.

1. Lab facilities
    a. A room that can be divided into small cubicles
    b. Has many electrical outlets
    c. Light-proof
    d. An animal room not exposed to natural light
    e. A work shop for building equipment and setting up demonstrations.
2. Interviewing facilities
    a. Small soundproof rooms - could be smaller than Social Science Office.
    b. Wired for closed circuit TV and sound.
    c. Two-way observation room - class-size room on one side, small room on the other.

Great need for a "Mexican American" female counselor.

1. Need one or two more women to help my dance and gymnastics part-time or full.
2. Coaches for women's team sports as well as gymnastics.

1. Expansion of curriculum, e.g., offer a Philosophy of the Human Person.
2. Use of more effective teaching techniques and methodologies via discussion/exchange between colleagues presuming good will and willingness to change and improve.

NOTE: I am concerned about the proposed name of the new campus/college.

As an alumnus of SCU, I seem to recall that it has always been referred to as "The Mission College". Are we risking confusion, hard feelings, legal problems, etc.?

More occupational educational programs and more independent investigation in graduated steps.

Action: Dean, Occupational Education, needs to talk more with disciplines about opportunities, needs, etc. We need both time and stimulation to conceive new ways and to implement those already in our heads!

Self-pacing, individualized instruction. Released time needed for curriculum development.

Probably need procedures for sharing material and ideas, more back-up in AV, supplementary labs, staffed by competent instructors or technicians.

The greatest weakness is that there is not as much sympathy for and encouragement of innovative teaching methods as I would like for there to be. My discipline is conservative in this respect. The same reluctance is also apparent when ideas for new courses are mentioned. These could definitely be improved. I think that it could possibly be the pressure that the department feels from above because of its size and this conservatism could be eliminated if the pressure from outside were reduced.

1. Practical work-language application, i.e., a student in Food Management will take two semesters of German and then work two months in a German restaurant.
2. More advertising.
3. More sincere interdisciplinary cooperation.

"What are the needed improvements....?" (Continued)

Larger and more private office space.

Less restrictions on textbook selection.

1. Our facility has been our greatest problem, which should be improved within the next year.
2. Creative, innovative curriculum will always be a goal. Perhaps this could be facilitated by release time for curriculum development. I personally never seem to have enough time to develop and improve all I would like to.

Larger facility.

More full-time faculty.

Spend more money.

A better bio tech-assistant course - not just slave labor as is now the case in 49.

NOTE: Why no questions on administration structure? To come later? Not our concern?

A far better communication within the department.

Decentralization of L.R.C. Additional facilities for media development.

Automation of aspects of L.R.C., i.e., circulation, acquisitions, cataloging, etc.

More staff, management information services. More equipment to produce materials.

Most important - construction of facilities which permit decentralization of L.R.C. - and inclusion within other facilities for education.

"What are the needed improvements....?" (Continued)

There is a great demand for Astronomy in colleges that approach it from the humanistic angle; that is, treating the universe as an evolving entity which is a part of man's environment and to which man is intimately connected. Cosmic evolution may be a better phrase to express man's evolution from the universe and his interconnectedness with it. We need to meet this demand. As it stands, we turn away 100 or more students each semester.

Mainly in regard to facilities - to achieve any meaningful improvements, we would have to start all over from scratch.

With the latest trends in graphics, equipment is the most needed improvement and money is the only action required.

Increase program offerings - Urban Planning and Landscape Architecture,
added Structural Engineering courses.
Write up and push through Instruction Committee.

Our program needs more programs for the major - much more laboratory facilities and smaller classes for majors.

We need another woman faculty member so that we can offer more sections of classes taught primarily by women. Archery, Badminton, Modern, Folk, Square Dance, Physical Fitness for Women, Swimming, Team Sports (women), Sailing (not that these aren't taught by men). Many men have not had backgrounds in these teaching areas.

"What are the needed improvements...?" (Continued)

The Physical Education division of this college has operated with sub-par (in fact, unprofessional) facilities from the day we opened the college. Although the State has legislated that all students must enroll in and attend physical education each semester, the administration of the college has provided very minimal facilities to conduct the program. Inclement weather bring this "required" program to a near halt. The locker room and physical education faculty offices at Saratoga are grossly inadequate. If physical education continues as a State requirement, I would hope that our first 10 years at the Mission Campus are conducted in reasonable surroundings.

More material for the language laboratory; lowering of class size.

Establish list of majors; bring advising to students via instructor.

Greater flexibility in offerings, scheduling (i.e., mini-courses), flexible modular arrangements.
Restructure whole college.

We need more floor space and at least one new full-time instructor to replace Bert Hermisillo.

Additional full-time personnel.

Great need for IBM 370 computer (if to be shared with Administration), or HP 7000 computer if to be used exclusively.

Too complicated to explain.
NOTE: I feel that my answers to this questionnaire have little validity since I had such a hard time figuring out the meanings of the questions. I'm

glad it wasn't a test - I'd have failed for sure. I usually enjoy filling out questionnaires, but not this time.

We are attempting to individualize our courses also so the student can move through at a rate equal with his abilities. Hopefully, this will eliminate the big drop factor in Beginning Shorthand. Since we are embarked on dividing our courses and individualizing them as rapidly as possible, I believe what we need perhaps is release time for developing individualized packets and the money to purchase necessary equipment. However, we probably need to work for a while without equipment and then purchase the proper equipment to match our program - not vice versa. We need time - do you have any extra of that?

Better secretarial support)
Better AV support) Needs better administration
More adequate rooms)

I am concerned with women returning to college after they've been away from school for many years. They lack confidence, and need a great deal of direction and support. We need a Women's Center at WVC - staffed by a Director and counselors. I would really urge that this need be considered for the Mission Campus.

1. Independence from the present "experimental" merger with History.
2. To be allowed as much independence as other disciplines now enjoy and a complete halt to the endless attempts by historians, the Social Science Chairman and the History Discipline Representative from seeking

to absorb and destroy Political Science as a sovereign academic discipline at West Valley College.

3. Freedom and cooperation to obtain adequate sections/good hours for the presentation of presently available Political Science courses along with ample chance to experiment and innovate.

The present building at Saratoga is a barrier to good student-faculty relationship. Campbell was better. Offices are crowded and inadequate for private conferences. No one to answer telephone calls, or to assist students who wish information. No student parking near building making it an isolated island on campus.

New leadership.

Continued updating to better meet job needs.
Additional courses and revised room interiors.
Additional instructor.
Publicity.

1. More emphasis on vocational programs.
   Action: Survey community needs; determine funding possibilities; educate and redirect students into new programs.
2. Our program should more completely identify and serve the needs of the community at large.
   Action: More flexible scheduling; possibly satellite programs in locations away from campus, but within District.

As education evolves, innovations appear, but they are far fewer as time goes by - I don't doubt that almost everything has been tried by now in the time since Socrates. I think the main thing is to develop the teaching ability in the individual, based on moreorless time-proven procedures and methodology. This is all mixed up with these situations:

Teacher wants to teach - student wants to learn
Teacher wants to teach - student doesn't want to learn
Teacher doesn't want to teach - student wants to learn
Teacher doesn't want to teach - student doesn't want to learn

and other variations. I don't need physical plant increases. I think our curriculum changes as needs arise.

1. Better access to audio-visual media now available.
2. Materials now are excellent - but we don't have them. The budget is never allowed, let alone cut. New electronic pianos now available - we don't have enough old, worn-out pianos for class size demanded.

Facilities - that in time will bring our staff closer, both professionally and socially.

1. We are 15 years behind in development of our non-print media program. We must catch up. An administration who wants to develop a good A/V program is first requirement. Then staff and facilities to carry out plans will follow.
2. Morale sagging due to number of hours required by our LRC faculty as opposed to counselors and classroom instructors. We must also work nights and weekends as part of our regular loads. This has been necessary due to short staffing and failure of others to recognize the

inequities of this arrangement.

3. We need more professional and classified staff in order to develop our programs.

Facilities.

I could use more time to develop the above. Particularly in critically reading of essays and written reports, smaller classes enable me to do a better job of teaching for each student.

We are hamstrung because of inadequate facilities. We need more room to teach in.

Less part-time teachers.

More full-time teachers.

More allowance for time to be spent on meetings to coordinate program with the many part-time teachers - action necessary - appoint a Coordinator of Discipline.

More effective liaison with Divisions. All communication lines must be maintained and understood (up and down the "chain of command"). Let's try to be honest with each other; take off our masks; face our problems and try to do something about them.

New facilities.

More contracted faculty; less hourly paid. More recognition for the need of hours within working time for the development of continuing education and coordination of programs.

Need more full-time staff; need at least one more lab technician; need a greenhouse.

ADD COMMENTS: This question sheet(s) was too long. I would not be interested in having any part of the Mission Campus!

All of us have the continuing responsibility of trying to keep ourselves up-to-date with the newest developments in our teaching areas, and this is a big assignment in view of the accelerating speed with which things are happening. We should probably send our members to more intercollegiate and public conferences where they can learn from others in the field and then come back to share their interpretations and conclusions with the rest of the faculty.

More space; certain types of equipment; secretarial time.

Expanded faculty and curriculum; administrative funding.

A suitable area in which to work with students. The "bullpen" of offices is the closest thing to encouraging insanity I've come across.

Office space where we can move without knocking or banging into one another. Office space where we can have a conference with our students that could be more meaningful if there were some privacy.

1. More promptness in getting material copied, particularly by typists who can quickly type and reproduce student compositions.
2. More leeway in class size for experimental courses.
3. In-service training to acquaint us with relevant community needs.

"What are the needed improvements...?" (Continued)

4. A quiet place for faculty to work (who have a schedule requiring them to remain on campus between classes, since they don't live nearby).

The chief problem we face now is the downgrading of Social Science requirements for graduation. We have now one of the neatest general education requirements in the State.

Many needed improvements which perhaps can take place if:

1. the climate of the campus improves (a vague statement, I realize, but one that would take lengthy development);
2. administration begins to care as much about good teaching as it cares about numbers of students and facilities;
3. more members of the discipline begin to assume more of a responsibility for the intellectual and ethical well-being of the discipline.

Change in State law to overhaul the "magic" formula that 3 units' credit means virtually 3 hours of in-the-classroom time per week.

Communication.

1. A better physical facility.
2. The opportunity to offer more courses off campus - where needed, i.e., on business and industrial locations.

1. Stockroom and supplies located too far away from lab.
2. No means of communication between the one telephone in the Biology wing and the laboratories or offices.
3. No windows - we have the most beautiful campus in the country but the 7 or 8 hours a day I'm here, I don't see it.

4. Paper thin walls in the offices. Can hear a conversation 3 offices away. Hard to concentrate with a class going on next door or across the hall.
5. Poor hood - cannot smoke kymograph drums, the hood sucks the flame away. If the hood vent is turned off, smoke clouds glass, room, walls, etc.

More staff.

Need better facilities so that we can expand our program - need more full-time instructors.

THE STUDENT SURVEY

In late March a Student Survey was devised by a subcommittee consisting of Jan Winton, Joe Livingstone and Tish Cole. Of 1,200 sent out, 220, or 18 percent, responded. This return is about six times the average for direct mail responses. The committee is confident that it has a representative sampling of student opinion.

Sixty-five percent of the student respondents were single; 29 percent were married; and the remainder were either widowed or separated. Fifty-six percent -- and this figure appears significant in terms of a representative sampling of students -- were between the ages of 18 and 21.

Fifty-three percent stated that both parents had been graduated from high school, and 44 percent said both parents had had some college work.

Nineteen percent of the respondents indicated that there were 100 to 200 books in their home; 31 percent said there were 200 to 500; and 14 percent said there were more than 500 books in their home. Seventy percent subscribe to a daily newspaper and 70 percent indicated "some" reading of the newspaper. Those who did not gave "not enough time" as the principal reason for not doing so.

For a variety of reasons 110 respondents said their parents would not be interested in attending West Valley College. Prominent among these reasons: "Too busy", "Not enough time", "Not interested", "Parents don't live in the area", "(Parents) too old", "Both (parents) attending now", "Both work and are too tired at night". Of those whose parents would be interested in attending, the chief reason given was one of "personal enrichment".

Transportation appeared to be no problem with 135 students reporting they drove their own car.

A total of 125 in the survey said they attended all day classes; 63 attended both day and evening. Saratoga got the larger share of them, 95, but 71 said they attended both campuses. Twenty-three went to Campbell exclusively.

Of the students responding only about one-sixth were in Certificate programs. A four-year college degree was said to be the goal of 56 percent, and 24 percent were working toward a two-year degree. This response is typical of early months at West Valley College; many later evaluate their goals more realistically downward from the four-year to the two-year degree. The majority indicated that they were working toward the AA Degree prior to transferring.

Among the respondents, degrees were being sought in:

Business, 28
Engineering/Technology, 25
Social Science, 22
Science/Mathematics, 21
Humanities/Fine Arts, 13
Health, P.E., Recreation, 11
Language Arts, 10.

It appears that a large number of the students have had small group, large lecture, group projects, as well as individual research types of classes and assignments. A large number also have had a laboratory course. Many indicated a desire to have team taught classes as well as courses involving community experience (the assumption is that they mean "work experience"). Many expressed a desire for inter-departmental courses, as well as studies involving all or part of the course work off campus. Independent study was also high on the list of requested courses.

Most students were familiar with motion pictures and slides in class presentations, but few had experienced microfilm. The survey results suggest that development of the Learning Resource Center and publication of its offerings could be most beneficial. However, there appeared to be little desire for video tape presentations. The survey showed that classes using all forms of audio-visual media should be encouraged. The students showed a strong preference for open laboratories and machines for self-learning. There was a decided preference for such labs in the mornings.

At least two-thirds of the students in the survey were employed, many of them over 10-1/2 to 20 hours a week. Of those employed, only one-third indicated they intend to remain in the same field.

Among majors and/or additional courses they would like to see added were: auto mechanics for women, auto lab, wood shop, metal shop, mechanics, courses in self-awareness, radio and television, cosmetology, environmental education, community relations, FAA certified airframe and ground school, power plant license program, entomology, additional industrial design courses, wine-making, avant garde music, ballet, higher German, child growth and development, Russian, expanded music classes, transfer forestry courses, oceanography, airline stewardess, more zoology courses, photo-journalism, advanced photo courses, more diversified political science courses, construction technology, electro-mechanics, biochemistry, public relations, film-making, bricklaying, child psychology, nurse's aide, two-year nursing, higher levels of language courses, health foods course, cultural history of other nations, dental assisting, dental hygiene, agriculture, Japanese, grocery checking, self-defense for women, scuba-diving, technical writing, inhalation therapy, animal husbandry, handwriting analysis.

Among complaints about the campus environment were "no school spirit", "low morale", "lack of communication", "lack of knowledge of events", "no particular effort to make new students welcome".

But: "students feel free to express personal beliefs and convictions", "the faculty is 'good' and offers them challenge", "teachers are thorough and attempt to probe into subjects", "students don't put too much effort into things they do".

The raw data from which the foregoing were obtained are found in Appendix D.

AN ANALYSIS OF INSTITUTIONAL GOALS INVENTORY AT WEST VALLEY COLLEGE

INTRODUCTION AND BACKGROUND

In Spring of 1972 West Valley College participated in a State-wide study of higher education in California. The study was conducted by a Joint Committee of the State Legislature. The project was designed to determine the goals of the institutions as perceived by those within and outside of the college. The objectives were to (1) assemble information which the Joint Committee on the Master Plan could use in its deliberations about California higher education policy, and (2) provide information to each of the colleges in the State for their own self-study purposes.

It is this second purpose which is useful to us now. The study provides an organized and comprehensive effort to record and quantify the goals of West Valley College as perceived by community representatives, students and faculty.

As developed by Educational Testing Services, the instrument used to assess the goals was the Institutional Goals Inventory (IGI). The IGI consists of 20 "goal areas", divided into two general categories. The first set of goal areas are "output", objectives the college is seeking to achieve (qualities of graduating students, research emphases, kinds of public service, for example). The second category are "process goals", which are internal campus objectives -- relating to the educational process and campus climate -- which may facilitate achievement of the output goals. The following are abbreviated statements of the 20 goal areas:

Output Goals

Academic Development (acquisition of knowledge, academic mastery, etc.)

Intellectual Orientation (as an attitude, style, commitment to learning, etc.)

Individual Personal Development (of one's own unique human potential, etc.)

Humanism/Altruism (idealism, social concern, etc.)

Cultural/Aesthetic Awareness (appreciation, sensitivity to the arts, etc.)

Traditional Religiousness

Vocational Preparation

Advanced Training (graduate, professional)

Research

Meeting Local Needs (community public service, etc.)

Public Service (to regional, state, national, international agencies)

Social Egalitarianism (meeting educational needs of people throughout the social system)

Social Criticism/Activism (toward change in American life)

Process Goals

Freedom (academic, personal)

Democratic Governance (emphasizing structural factors)

Community (emphasizing attitudinal factors -- morale, spirit, ethos)

Intellectual/Aesthetic Environment (intellectual stimulation, excitement, etc.)

Innovation

Off-Campus Learning

Accountability/Efficiency

West Valley College participation in the IGI Inventory included a total of 324 respondents categorized as follows: 85 faculty, 94 day students, 100 evening students, 4 members of the Board, and 41 community representatives.

The responses of each group were recorded for each goal in terms of the following categories:

a. "IS" - the extent to which the respondent felt that the college is addressing efforts to achieve the stated goal.

b. "SHOULD BE" - the extent to which the respondent felt the college should be addressing its efforts to achieve the stated goal.

c. Discrepancy - the difference between "IS" and "SHOULD BE", that is, the difference between the amount of effort the respondent perceived the college was actually addressing to a specific goal and the college should be addressing to the same goal.

Since this is a planning document and, as such, oriented to the future, it is the "SHOULD BE" scales that are of most interest to us. The "SHOULD BE" scales indicate the kind of future the respondents feel we should be seeking to achieve. These in conjunction with other similar data can serve to establish a broadly based set of objectives for the District as a whole and for Mission Campus in particular.

RESULTS

The responses of the various groups were consistent. In all cases the three highest ranking goals were:

(1) Vocational preparation

(2) Community

(3) Individual and personal development

The tables showing the mean scores recorded for each goal by sub-group and total group are presented in Appendix F. In addition, the specific goal statements which comprise each goal area are presented in Appendix F. These are important to clearly understand each goal area. (The mean score for these goal areas was consistently 4.0+ on a five-point scale.) It is interesting to note that the faculty ranked Community highest, while the day students, the evening students and the community ranked Vocational Preparation highest. But the minor differences between the specific sub-group rankings do not offset the overwhelming evidence that these three goal areas are of primary importance to our community, our students and our faculty.

The only other goal area which ranks consistently high is Intellectual Orientation. This goal area ranks fourth overall with a mean score of 3.97 (almost 4.0). It is ranked fourth by the faculty and the evening students, sixth by the day students and fifth by the community.

The remaining goals which are frequently ranked in the top ten (the top half of the list) include:

Intellectual and aesthetic environment

Meeting local needs

Freedom

Innovation

Academic development

Four goal areas which are ranked consistently low include: (1) Advanced training, (2) Research, (3) Traditional religiousness, and (4) Off-campus learning. The low rankings for the first three areas are understandable since the items as described by the goal statements are not appropriate to West Valley College. They refer to goals which are appropriate to graduate schools and church-related colleges. But the fourth is a goal area often associated with community colleges. It would appear that the students would rather attend classes on campus, that the faculty would rather teach on campus and that the community desires the college to concentrate its program on campus.

The remaining goal areas generally ranked in the bottom half of the scale (between 11 and 16). Cultural and Aesthetic Awareness and Social Criticism and Activism consistently ranked 15th and 16th.

Some minor discrepancies are noteworthy. For example, the community representatives ranked Accountability and Efficiency as well as Humanism and Altruism in the top ten (6th and 8th) while all other groups ranked these two goal areas lower than 11. On the other hand, the community representatives ranked Innovation 13th and Freedom 14th while all other groups ranked them in the top ten.

In conclusion, the IGI indicates concensus among students, faculty and community representatives of West Valley College, that the primary concerns of the college should be:

Vocational preparation
Community
Individual and personal development
Intellectual orientation.

On the other hand, the IGI indicates that West Valley College should not give high priority to Traditional Religiousness, Research, Advanced Training, Off-Campus Learning, Social Criticism and Activism, and Cultural and Aesthetic Awareness.

MISSION COLLEGE

PROPOSED PHILOSOPHY AND GOALS

The West Valley Joint Community College District has been created to serve the needs of its citizens. In order to accomplish this, the Governing Board has developed a philosophy that focuses on serving the individual and community needs. Central to this philosophy is the recognition and acceptance of the principle that each individual has a right to an opportunity of developing to his fullest capacity as a human being, reaching a dignity and self-concept that comes from knowledge that he has achieved the ability to take his place in contemporary society. Hence, the College District addresses itself to establishing a learning environment that: promotes independent thinking and effective communication; provides preparation for actual careers; encourages student awareness of themselves and concern for their fellow man; assists in the development of attitudes and skills necessary for learning throughout life; provides for an understanding of the past, and identity with the present, and competence to meet the future. The College also addresses itself to establishing a system whereby its educational, cultural and recreational resources may be effectively utilized by appropriate community institutions and groups.

This philosophy will be accomplished at Mission College, as resources permit and within the overall policies and guidelines set down by the Governing Board, through achievement of the following institutional goals:

1. To place the emphasis on the concept of "learning" as contrasted with one of "teaching".
   a. Student progress will be measured in terms of the amount of learning that has taken place rather than "clock hours" spent or "chapters" covered.

b. Every effort will be made to match the educational program with individual student needs.

c. Every effort will be made to integrate related subject matter through interdisciplinary courses and majors.

d. Again, within policies and guidelines of the Governing Board, faculty and students will be permitted to make appropriate modifications to facilities and procedures, in order to carry out stipulated learning tasks.

e. Students and faculty will be encouraged, and indeed expected, to explore, to interact with, and to learn from the elements of the College community and other communities, local to international.

2. To institute an administrative program that gives consideration to the needs and concerns of all students and teaching faculty.

a. Personnel who are committed to the institutional philosophy and goals will be selected and retained.

b. Resources will be allocated in accordance with priorities to meet established objectives.

c. All personnel of the Mission College will be provided an opportunity to participate in the decision-making process.

d. Since needs are diverse and change with time, provisions for periodic review of institutional objectives will be made.

e. An effective internal communication system will be developed and maintained.

f. A continuous in-service training program will be conducted for all personnel.

g. In recognition of the importance of the need for continuing up-dating in the various learning fields, the College is dedicated to providing the faculty an opportunity and freedom to acquire the latest knowledge in their respective subject areas.

3. To maintain an institution whose total environment is dedicated to learning and is open to those who desire to learn.

   a. All who will benefit will be actively recruited for College programs.

   b. Equal opportunity to learn will be provided all eligible persons.

   c. The College will be operated on the hours, days and months as needed by the citizens.

   d. The total campus -- indeed the total community, when applicable -- will be utilized as a learning laboratory.

   e. Human resources of the College will be used to augment the institutional programs.

   f. Within limits of Governing Board policies, College facilities will be open to use by the citizens of the District.

4. To provide an educational program that accommodates individual differences in learning rates, aptitudes, prior knowledge and

learning styles.

   a. Alternate learning strategies that give consideration to the unique needs of the individual will be designed.
   b. Full recognition will be accorded to the principle that effective education can only be measured in terms of value added to each individual's knowledge.
   c. Varied and adequate support services will be provided the educationally-deprived student.
   d. Maximum opportunity will be given students to change programs.
   e. Every effort will be made to reduce student attrition.
   f. Courses will be placed in sequences and will be scheduled to fit student differences.

5. To provide an educational program that prepares students for entry into, and appreciation of, actual careers.
   a. Information relative to understanding and appreciation of all career areas will be provided.
   b. Students who seek that experience will be aided in obtaining valid work experience, both during and completion of college, which are appropriate to their long-term career goals.
   c. Those students who seek them will be provided with marketable skills.
6. To provide an educational program that facilitates human development.
   a. Opportunities will be provided to prepare students to solve problems, think critically and make decisions.

  - b. Sensitivity to concern for others will be promoted.
  - c. Learning assistance in basic communication skills will be provided for all students.
  - d. Opportunities for student self-development will be provided.
  - e. Informal learning experiences will be provided that encourage a mix of racial and ethnic groups.
  - f. Students will be actively involved in the various operations and activities of the College.
  - g. Students will be assisted in developing techniques for life planning, including the choice of a career.

7. To provide an educational program that facilitates the development of a broadly-educated person.
   - a. All students will be encouraged to take a broad program.
   - b. An alertness to the problems of society and the preparation for responsive action will be provided all students.
   - c. An understanding of cultural heritage, including the international dimensions, will be available to all students.
   - d. Cultural events will be made available to students.
8. To provide an educational program that engenders in each student a concern for excellence and a desire for continuous learning.
   - a. Continuing education learning experiences will be provided in response to community needs.

   b. A variety of learning experiences which facilitate the effective use of leisure time will be provided.
   c. A love for learning will be fostered.
   d. Students will be assisted in recognizing that learning does not cease upon exit from an educational system.
   e. Each student will be trained to evaluate his own efforts.

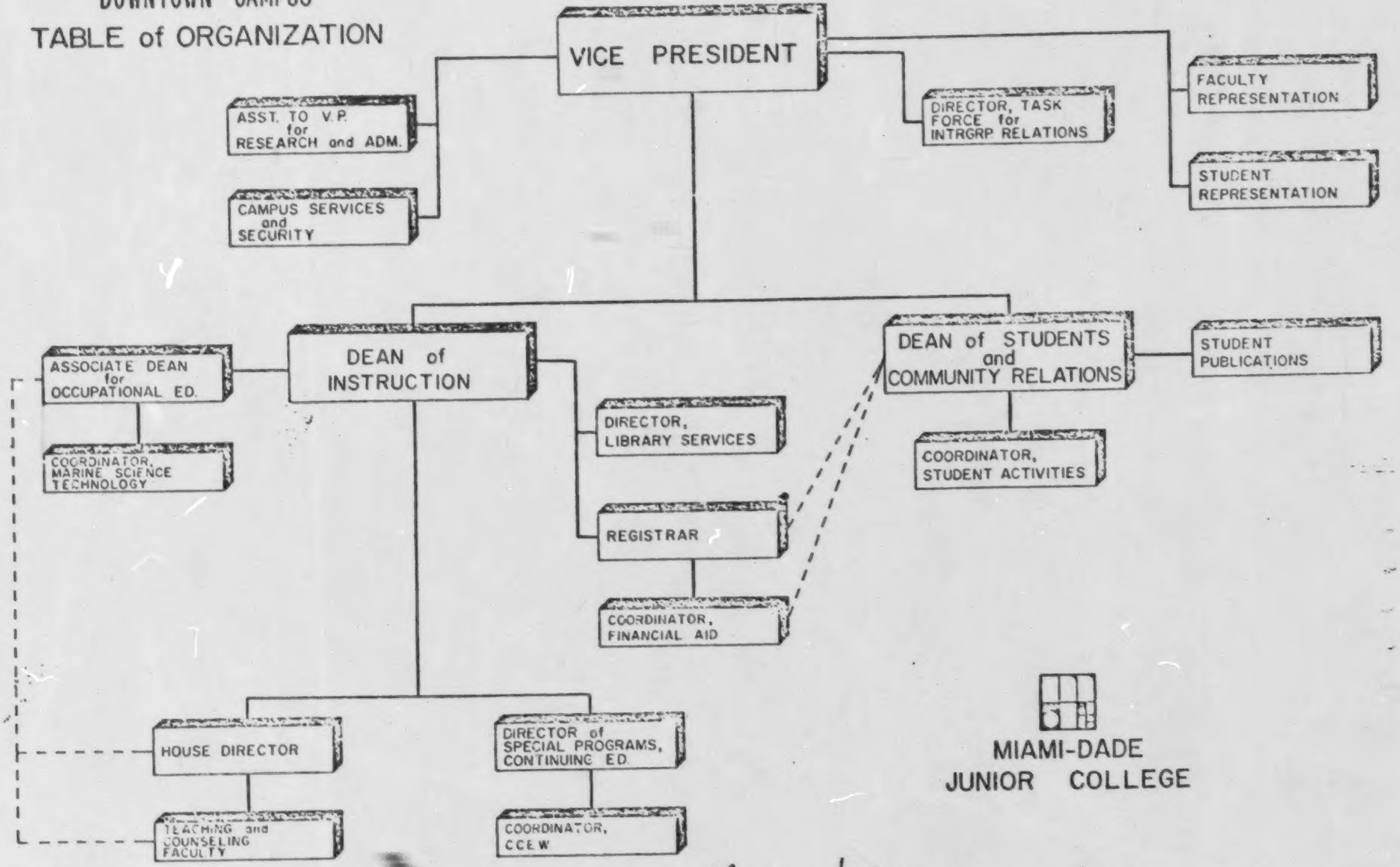
9. To design and facilitate implementation of programs and activities that contribute to the educational, economic, social, cultural and recreational needs of the local community.
   a. Career programs will be established in response to community economic needs.
   b. Persons currently employed in a given job will be provided an opportunity for up-grading.
   c. Cultural activities to meet community needs will be developed.
   d. Cooperative programs will be developed with appropriate community agencies.
   e. Liaison between the College and public and private employment services will be developed.

10. Instructors, all staff, advisory committees, Governing Board and citizens of the community will function as a team to act as a support group to effect dedicated, systemically improved instruction.

APPENDIX A

Charts of Administrative Organization

DOWNTOWN CAMPUS
TABLE of ORGANIZATION


VICE PRESIDENT
ASST. TO V.P. for RESEARCH and ADM.
CAMPUS SERVICES and SECURITY
DIRECTOR, TASK FORCE for INTRGRP RELATIONS
FACULTY REPRESENTATION
STUDENT REPRESENTATION
DEAN of INSTRUCTION
ASSOCIATE DEAN for OCCUPATIONAL ED.
COORDINATOR, MARINE SCIENCE TECHNOLOGY
DIRECTOR, LIBRARY SERVICES
REGISTRAR
COORDINATOR, FINANCIAL AID
DEAN of STUDENTS and COMMUNITY RELATIONS
STUDENT PUBLICATIONS
COORDINATOR, STUDENT ACTIVITIES
HOUSE DIRECTOR
TEACHING and COUNSELING FACULTY
DIRECTOR of SPECIAL PROGRAMS, CONTINUING ED.
COORDINATOR, CCEW

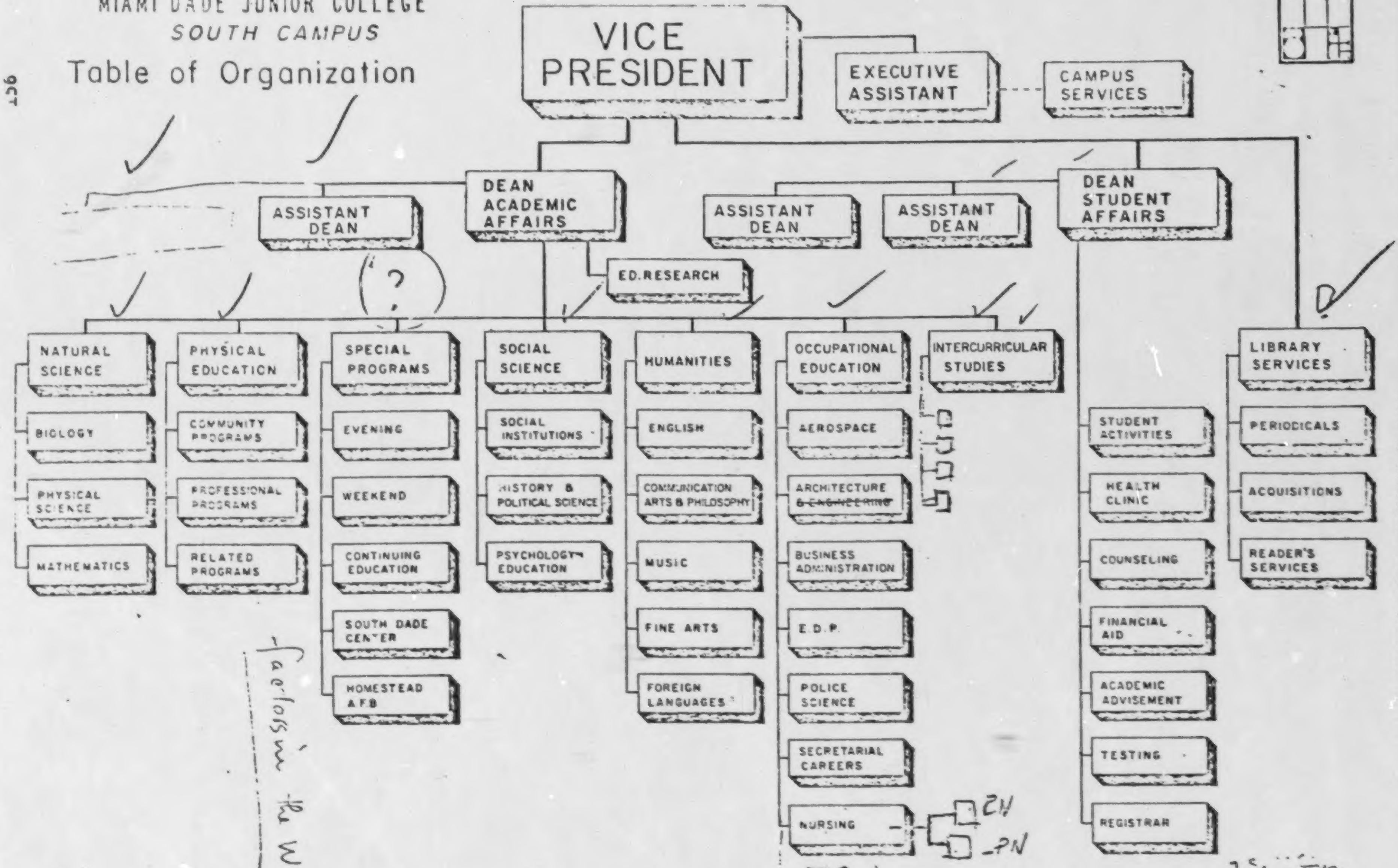
MIAMI-DADE
JUNIOR COLLEGE

SUBMITTED BY: Thomas W. Fryer, Jr. DATE: 7/14/72

APPROVED BY: DATE: 7/20/72

Organization Chart

MIAMI DADE JUNIOR COLLEGE
SOUTH CAMPUS
Table of Organization



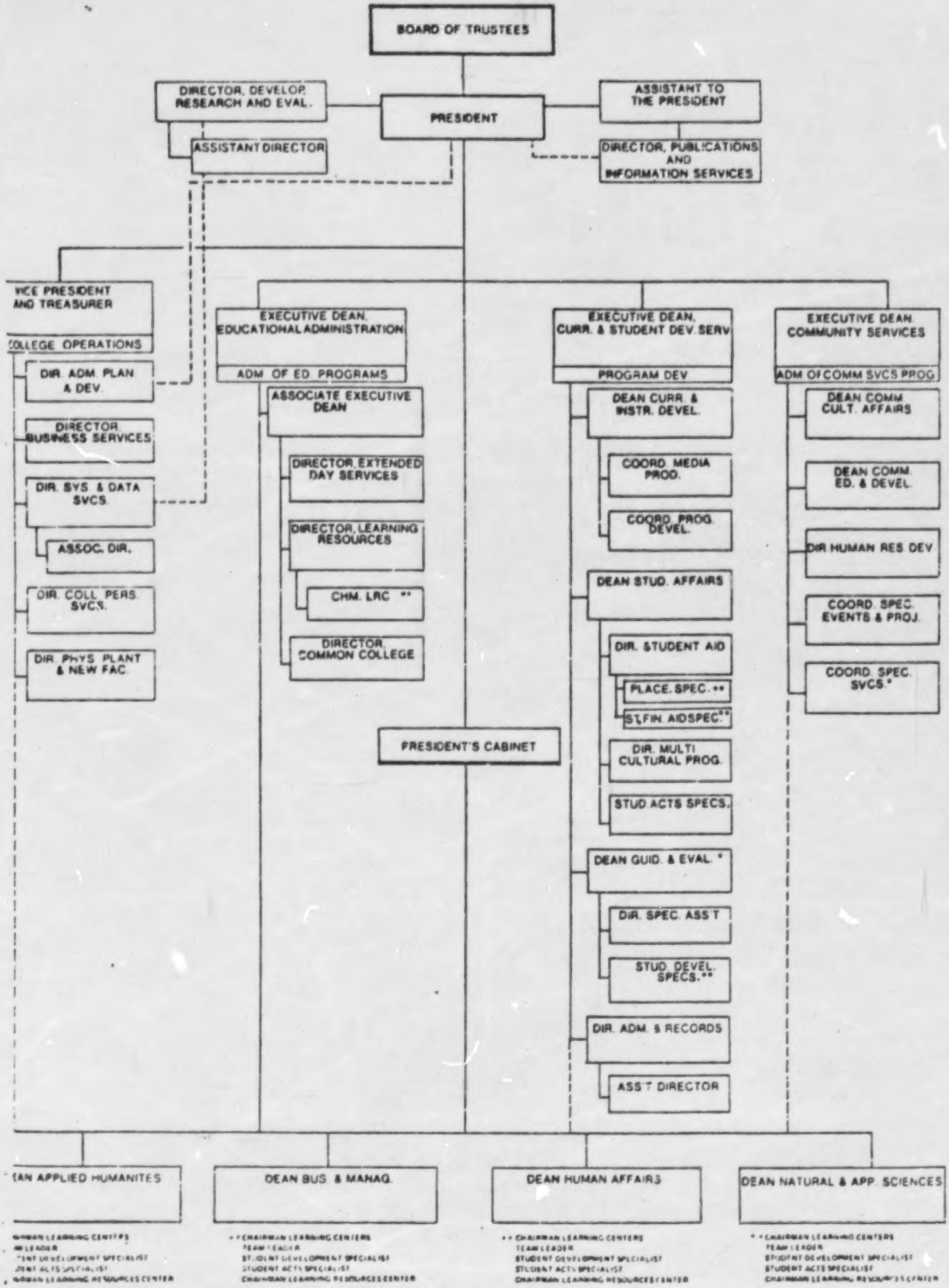
VICE PRESIDENT
EXECUTIVE ASSISTANT
CAMPUS SERVICES
DEAN ACADEMIC AFFAIRS
ASSISTANT DEAN
ED. RESEARCH
DEAN STUDENT AFFAIRS
ASSISTANT DEAN
ASSISTANT DEAN
NATURAL SCIENCE
BIOLOGY
PHYSICAL SCIENCE
MATHEMATICS
PHYSICAL EDUCATION
COMMUNITY PROGRAMS
PROFESSIONAL PROGRAMS
RELATED PROGRAMS
?
SPECIAL PROGRAMS
EVENING
WEEKEND
CONTINUING EDUCATION
SOUTH DADE CENTER
HOMESTEAD AFB
SOCIAL SCIENCE
SOCIAL INSTITUTIONS
HISTORY & POLITICAL SCIENCE
PSYCHOLOGY-EDUCATION
HUMANITIES
ENGLISH
COMMUNICATION ARTS & PHILOSOPHY
MUSIC
FINE ARTS
FOREIGN LANGUAGES
OCCUPATIONAL EDUCATION
AEROSPACE
ARCHITECTURE ~~& ENGINEERING~~
BUSINESS ADMINISTRATION
E.D.P.
POLICE SCIENCE
SECRETARIAL CAREERS
NURSING
RN
PN
Engineering
Fashion
INTERCURRICULAR STUDIES
STUDENT ACTIVITIES
HEALTH CLINIC
COUNSELING
FINANCIAL AID
ACADEMIC ADVISEMENT
TESTING
REGISTRAR
LIBRARY SERVICES
PERIODICALS
ACQUISITIONS
READER'S SERVICES
factors in the W

1. [illegible]
2. [illegible]
3. [illegible]
4.

SUBMITTED BY: [illegible] DATE: 12/15/71

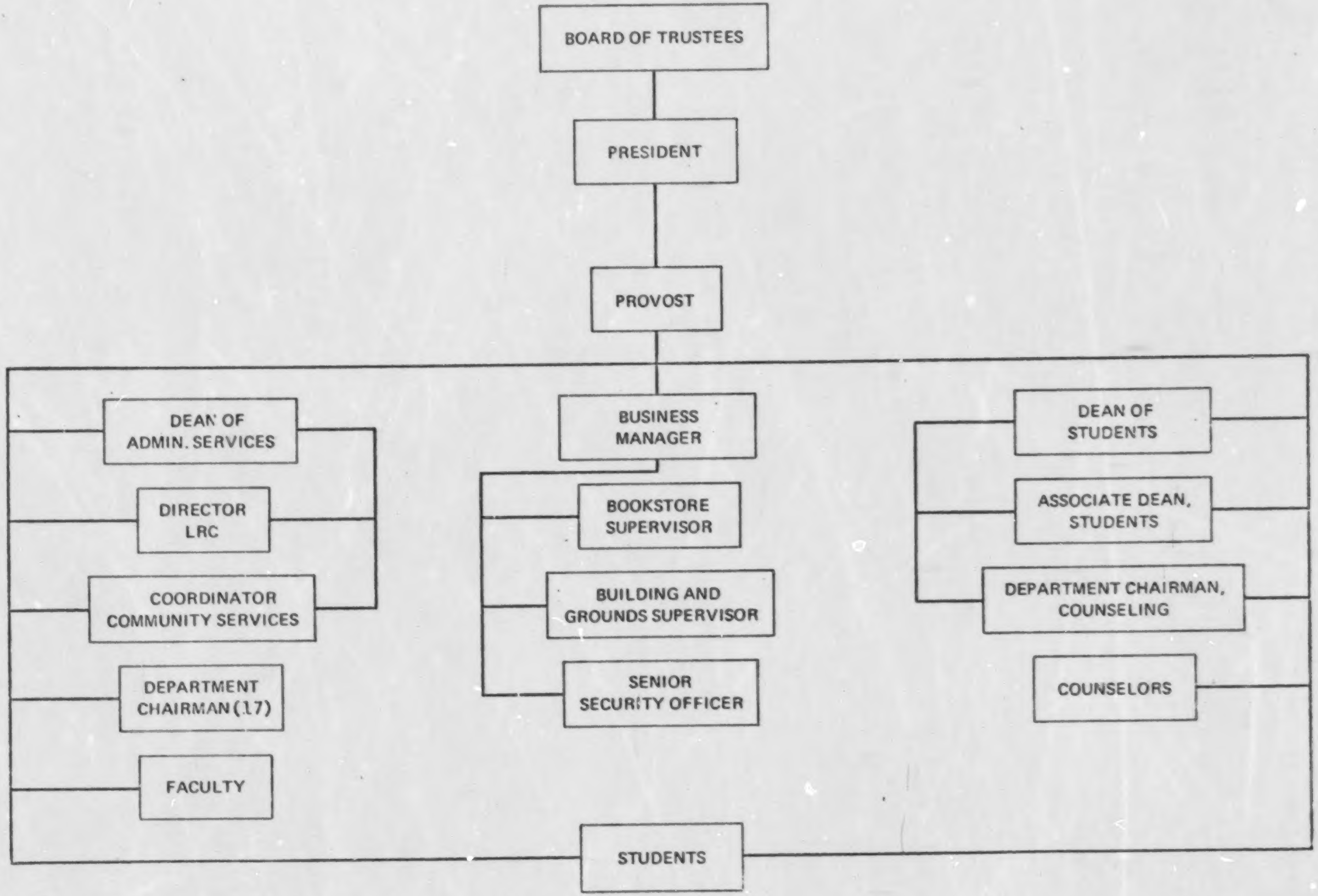
APPROVED BY: Peter Masiko, Jr. DATE 12/15/71

BROOKDALE COLLEGE


BOARD OF TRUSTEES
DIRECTOR, DEVELOP. RESEARCH AND EVAL.
ASSISTANT DIRECTOR
PRESIDENT
ASSISTANT TO THE PRESIDENT
DIRECTOR, PUBLICATIONS AND INFORMATION SERVICES
VICE PRESIDENT AND TREASURER
COLLEGE OPERATIONS
DIR. ADM. PLAN. & DEV.
DIRECTOR BUSINESS SERVICES
DIR. SYS. & DATA SVCS.
ASSOC. DIR.
DIR. COLL. PERS. SVCS.
DIR. PHYS. PLANT & NEW FAC.
EXECUTIVE DEAN, EDUCATIONAL ADMINISTRATION
ADM. OF ED. PROGRAMS
ASSOCIATE EXECUTIVE DEAN
DIRECTOR, EXTENDED DAY SERVICES
DIRECTOR, LEARNING RESOURCES
CHM. LRC **
DIRECTOR, COMMON COLLEGE
EXECUTIVE DEAN, CURR. & STUDENT DEV. SERV
PROGRAM DEV
DEAN CURR. & INSTR. DEVEL.
COORD. MEDIA PROD.
COORD. PROG. DEVEL.
DEAN STUD. AFFAIRS
DIR. STUDENT AID
PLACE. SPEC. **
ST. FIN. AID SPEC.**
DIR. MULTI CULTURAL PROG.
STUD ACTS SPECS.
DEAN GUID. & EVAL. *
DIR. SPEC. ASS'T
STUD. DEVEL. SPECS.**
DIR. ADM. & RECORDS
ASS'T DIRECTOR
EXECUTIVE DEAN, COMMUNITY SERVICES
ADM OF COMM SVCS PROG
DEAN COMM. CULT. AFFAIRS
DEAN COMM. ED. & DEVEL.
DIR HUMAN RES DEV
COORD. SPEC. EVENTS & PROJ.
COORD. SPEC. SVCS.*
PRESIDENT'S CABINET
EAN APPLIED HUMANITES
RMAN LEARNING CENTERS
M LEADER
ENT DEVELOPMENT SPECIALIST
DENT ACTS SPECIALIST
RMAN LEARNING RESOURCES CENTER
DEAN BUS. & MANAG.
** CHAIRMAN LEARNING CENTERS
TEAM LEADER
STUDENT DEVELOPMENT SPECIALIST
STUDENT ACTS SPECIALIST
CHAIRMAN LEARNING RESOURCES CENTER
DEAN HUMAN AFFAIRS
** CHAIRMAN LEARNING CENTERS
TEAM LEADER
STUDENT DEVELOPMENT SPECIALIST
STUDENT ACTS SPECIALIST
CHAIRMAN LEARNING RESOURCES CENTER
DEAN NATURAL & APP. SCIENCES
** CHAIRMAN LEARNING CENTERS
TEAM LEADER
STUDENT DEVELOPMENT SPECIALIST
STUDENT ACTS SPECIALIST
CHAIRMAN LEARNING RESOURCES CENTER

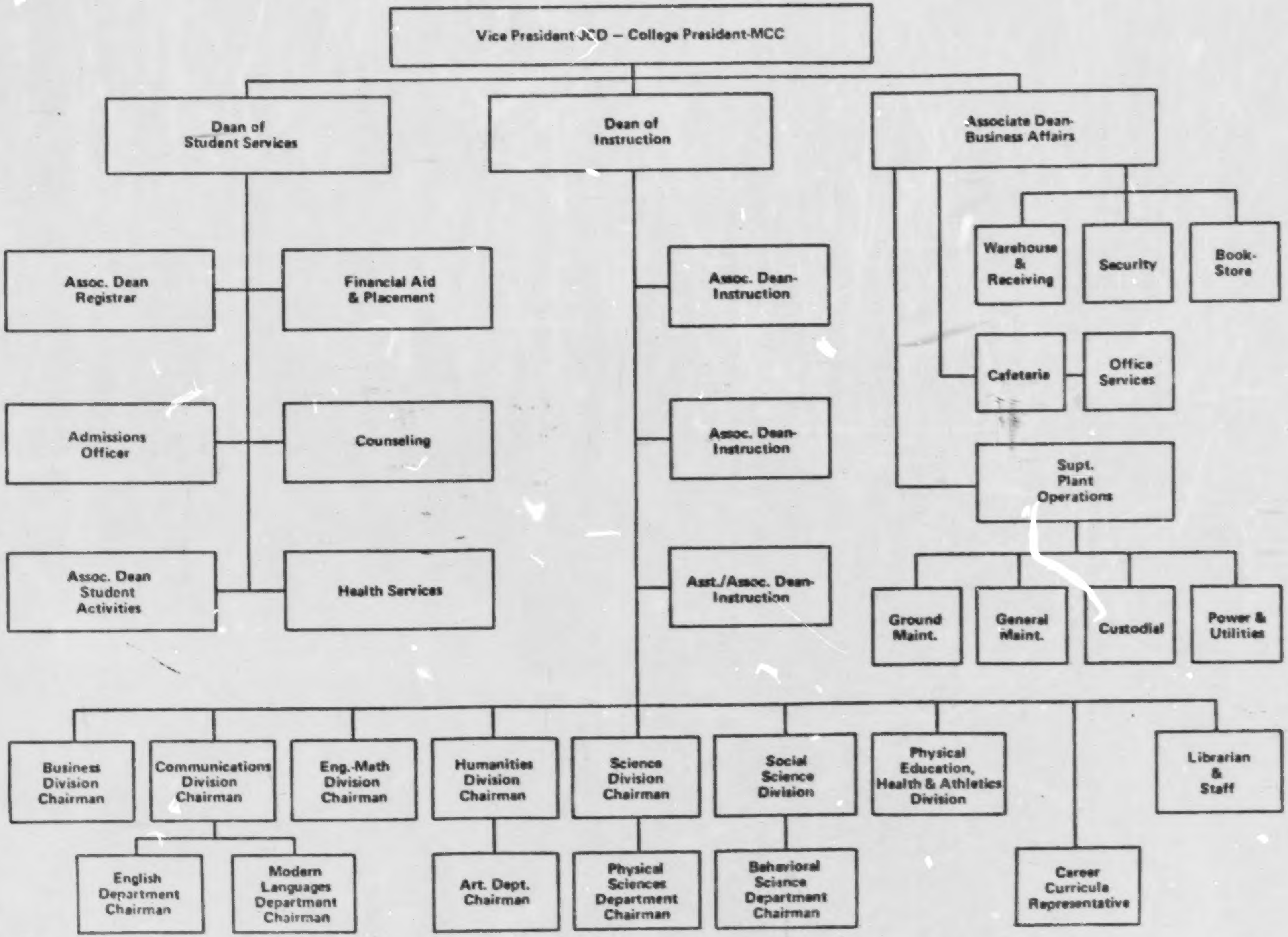
OAKLAND COMMUNITY COLLEGE

ORCHARD RIDGE CAMPUS ORGANIZATION


BOARD OF TRUSTEES
PRESIDENT
PROVOST
DEAN OF ADMIN. SERVICES
DIRECTOR LRC
COORDINATOR COMMUNITY SERVICES
DEPARTMENT CHAIRMAN (17)
FACULTY
BUSINESS MANAGER
BOOKSTORE SUPERVISOR
BUILDING AND GROUNDS SUPERVISOR
SENIOR SECURITY OFFICER
DEAN OF STUDENTS
ASSOCIATE DEAN, STUDENTS
DEPARTMENT CHAIRMAN, COUNSELING
COUNSELORS
STUDENTS

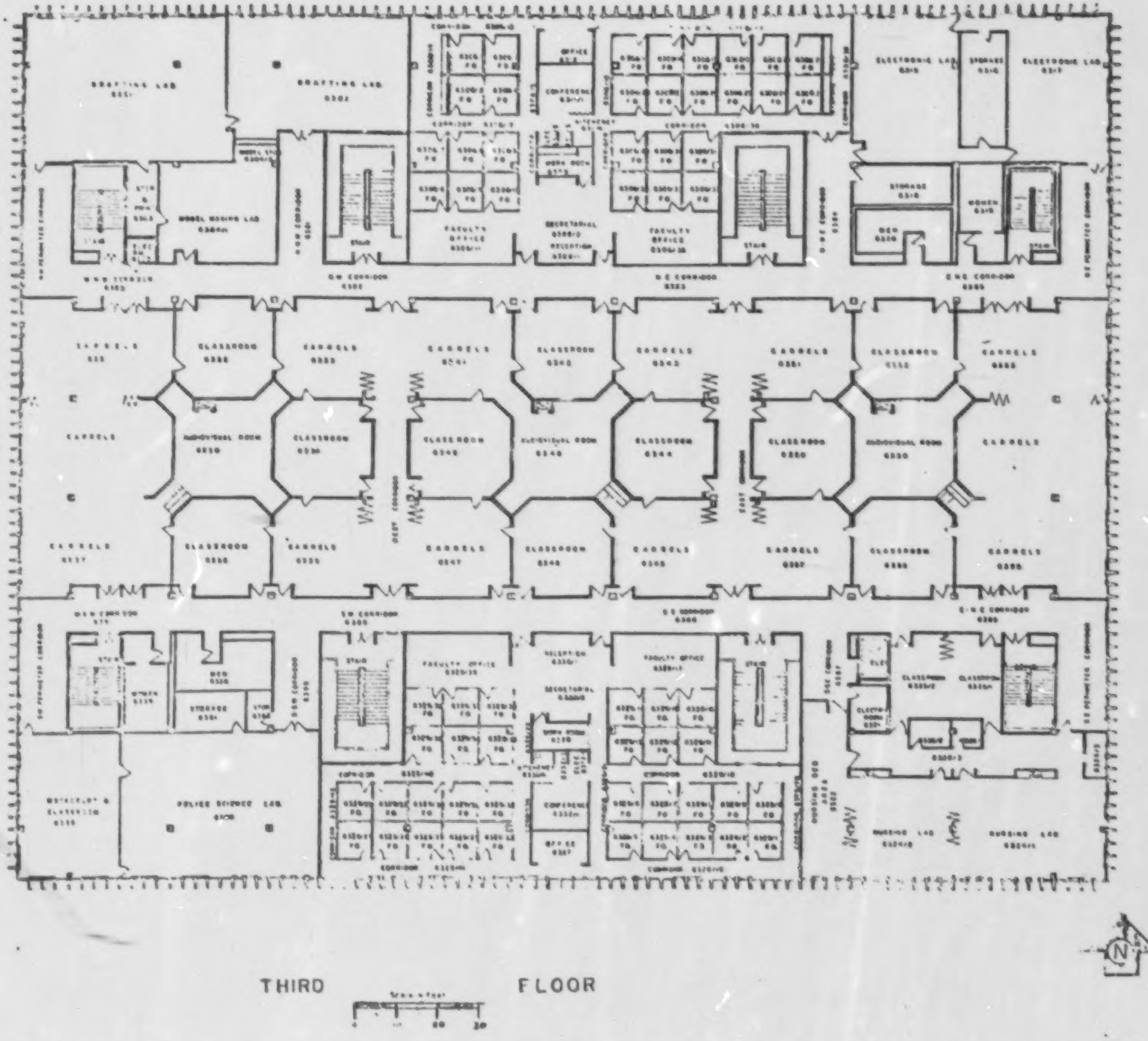
MERAMEC COMMUNITY COLLEGE

ORGANIZATION CHART


Vice President-JCD – College President-MCC
Dean of Student Services
Dean of Instruction
Associate Dean-Business Affairs
Assoc. Dean Registrar
Financial Aid & Placement
Admissions Officer
Counseling
Assoc. Dean Student Activities
Health Services
Assoc. Dean-Instruction
Assoc. Dean-Instruction
Asst./Assoc. Dean-Instruction
Warehouse & Receiving
Security
Book-Store
Cafeteria
Office Services
Supt. Plant Operations
Ground Maint.
General Maint.
Custodial
Power & Utilities
Business Division Chairman
Communications Division Chairman
Eng.-Math Division Chairman
Humanities Division Chairman
Science Division Chairman
Social Science Division
Physical Education, Health & Athletics Division
Librarian & Staff
English Department Chairman
Modern Languages Department Chairman
Art. Dept. Chairman
Physical Sciences Department Chairman
Behavioral Science Department Chairman
Career Curricula Representative

APPENDIX B

Plans for Uses of Instructional Space

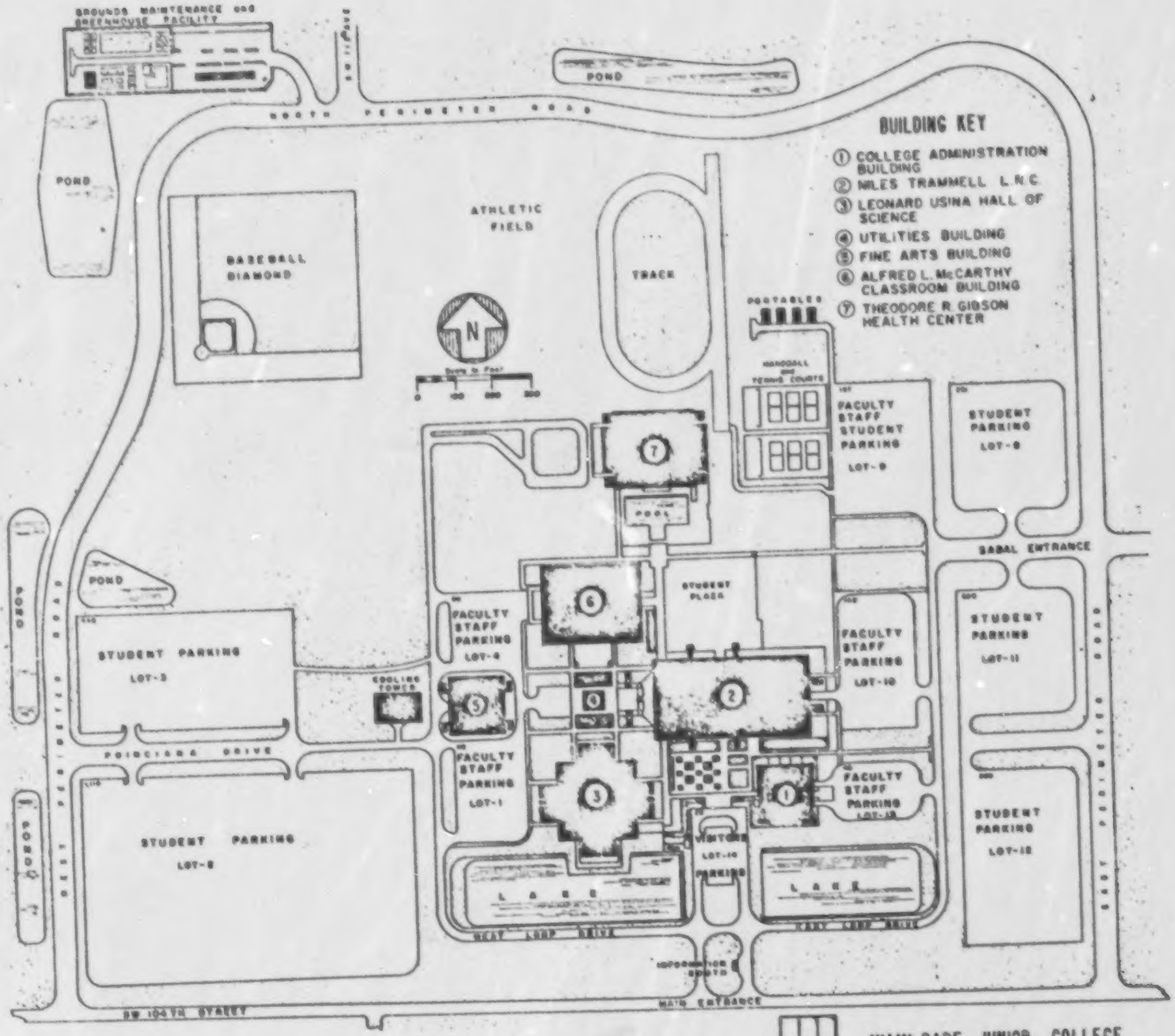

CLASSROOM
CARRELS
AUDIOVISUAL ROOM
DRAFTING LAB
ELECTRONIC LAB
STORAGE
MEN
WOMEN
STAIR
FACULTY OFFICE
SECRETARIAL
RECEPTION
CONFERENCE
OFFICE
MODEL MAKING LAB
POLICE SCIENCE LAB
NURSING LAB

THIRD FLOOR

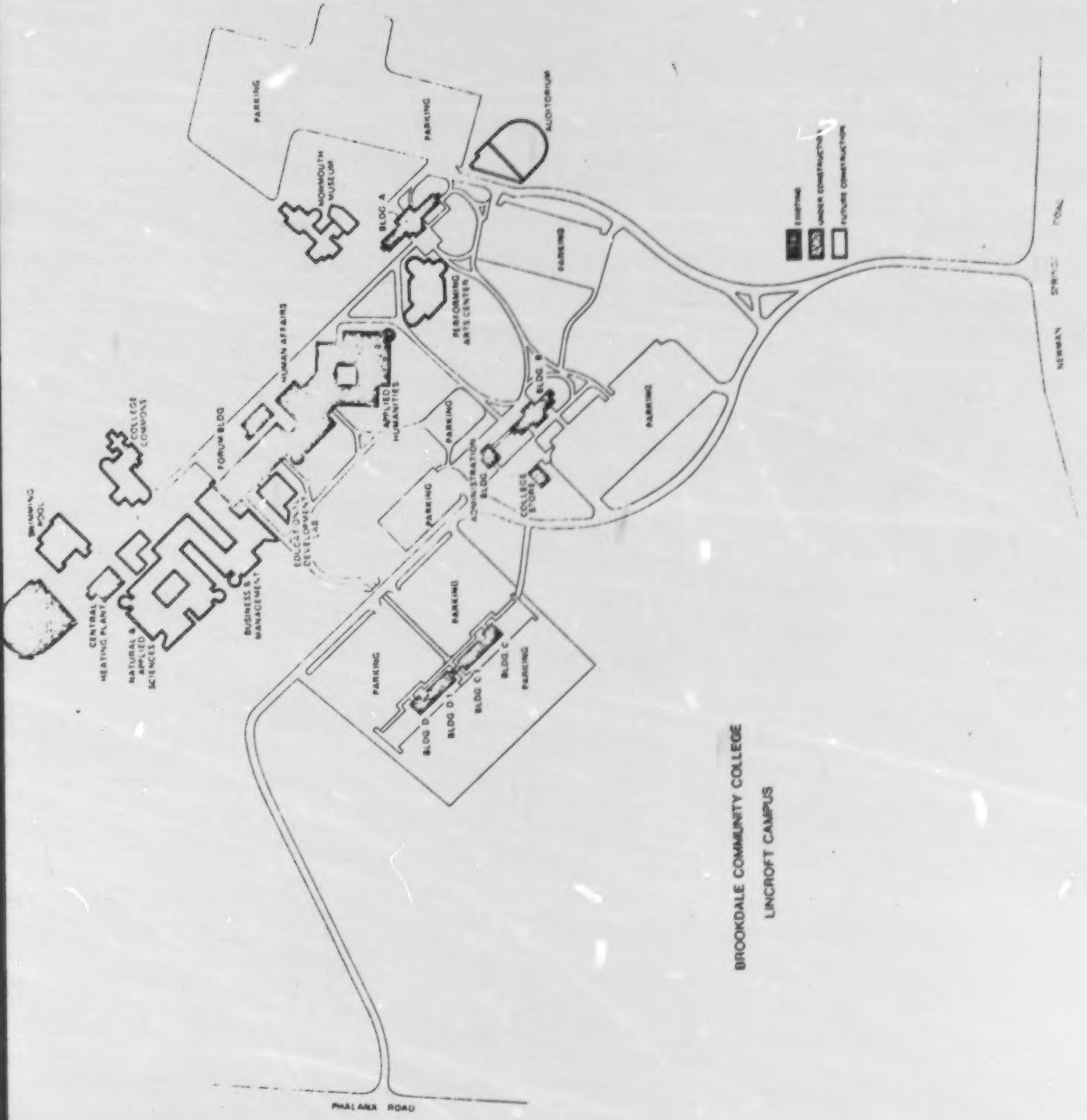
-CLASSROOM BUILDING-

MIAMI DADE JR COLLEGE
SOUTH CAMPUS

[illegible] SOUTHWEST 104 TH STREET
MIAMI, FLORIDA
33156

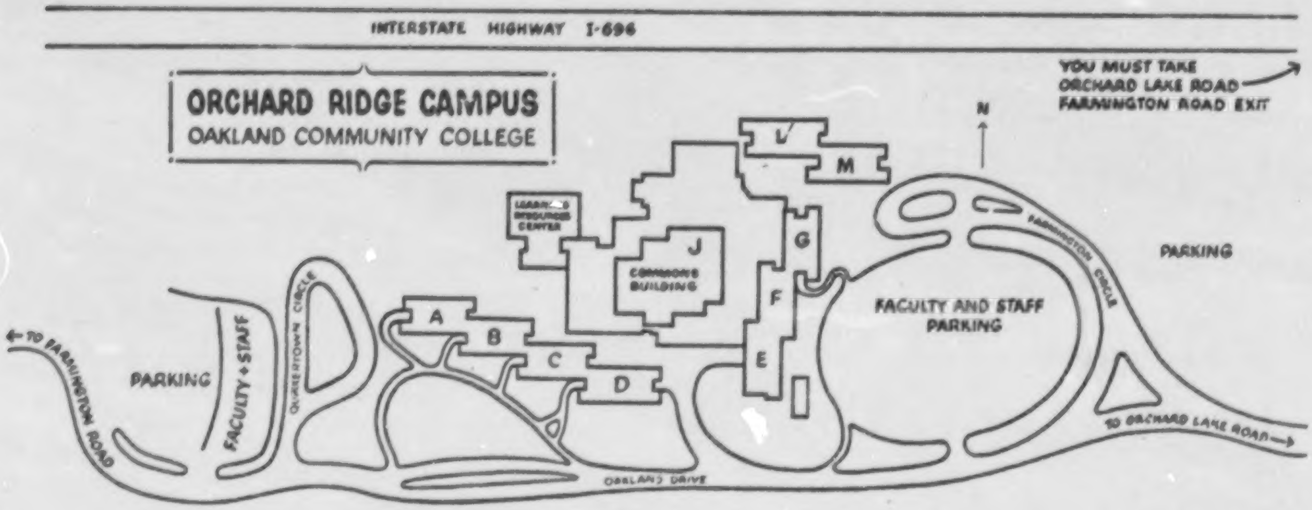

GROUNDS MAINTENANCE AND GREENHOUSE FACILITY
POND
NORTH PERIMETER ROAD
POND
BUILDING KEY
① COLLEGE ADMINISTRATION BUILDING
② NILES TRAMMELL L.R.C.
③ LEONARD USINA HALL OF SCIENCE
④ UTILITIES BUILDING
⑤ FINE ARTS BUILDING
⑥ ALFRED L. McCARTHY CLASSROOM BUILDING
⑦ THEODORE R. GIBSON HEALTH CENTER
ATHLETIC FIELD
BASEBALL DIAMOND
N
0
100
200
300
TRACK
PORTABLES
HANDBALL AND TENNIS COURTS
FACULTY STAFF STUDENT PARKING LOT-9
STUDENT PARKING LOT-8
POOL
SABAL ENTRANCE
POND
STUDENT PLAZA
FACULTY STAFF PARKING LOT-4
FACULTY STAFF PARKING LOT-10
STUDENT PARKING LOT-11
STUDENT PARKING LOT-3
COOLING TOWER
POND
POINCIANA DRIVE
FACULTY STAFF PARKING LOT-1
FACULTY STAFF PARKING LOT-13
STUDENT PARKING LOT-12
EAST PERIMETER ROAD
POND
STUDENT PARKING LOT-2
WEST PERIMETER ROAD
VISITORS LOT-14 PARKING
LAKE
LAKE
WEST LOOP DRIVE
EAST LOOP DRIVE
INFORMATION BOOTH
SW 104TH STREET
MAIN ENTRANCE

MIAMI-DADE JUNIOR COLLEGE
SOUTH CAMPUS
MIAMI, FLORIDA
COLLEGE SERVICES DIVISION
6/72


PARKING
PARKING
MONMOUTH MUSEUM
AUDITORIUM
BLDG A
PARKING
PERFORMING ARTS CENTER
HUMAN AFFAIRS
COLLEGE COMMONS
FORUM BLDG
APPLIED HUMANITIES
PARKING
BLDG B
PARKING
ADMINISTRATION BLDG
COLLEGE STORE
PARKING
EDUCATIONAL DEVELOPMENT LAB
SWIMMING POOL
CENTRAL HEATING PLANT
NATURAL & APPLIED SCIENCES
BUSINESS & MANAGEMENT
PARKING
PARKING
BLDG D
BLDG D-1
BLDG C-1
BLDG C
PARKING
PHALANX ROAD
NEWMAN SPRINGS ROAD
EXISTING
UNDER CONSTRUCTION
FUTURE CONSTRUCTION

BROOKDALE COMMUNITY COLLEGE

LINCROFT CAMPUS


INTERSTATE HIGHWAY I-696
ORCHARD RIDGE CAMPUS
OAKLAND COMMUNITY COLLEGE
YOU MUST TAKE ORCHARD LAKE ROAD FARMINGTON ROAD EXIT
N
L
M
LEARNING RESOURCES CENTER
J
COMMONS BUILDING
G
F
E
A
B
C
D
FACULTY AND STAFF PARKING
FARMINGTON CIRCLE
PARKING
TO ORCHARD LAKE ROAD →
← TO FARMINGTON ROAD
PARKING
FACULTY + STAFF
QUARTERTOWN CIRCLE
OAKLAND DRIVE

APPENDIX C

Faculty Survey -- Raw Data

In the tabulation of raw data attached two numbers are given: the number to the left of the slash (/) is an actual tally; those making a choice in the particular survey questions indicated. Thus the figures 73/65 indicate that 73 persons, or 65 percent, of those responding to the particular question, prefer to teach in the mornings.

Mission College Faculty Survey

March 30, 1973

TO: Faculty, West Valley College
FROM: Mission College Planning Committee

Vitally important to the planning of any college campus, as you well know, are the opinions of its faculty. We therefore ask respectfully that you give the attached anonymous survey your careful attention. Most questions can be answered with a simple check mark (✓); however we shall welcome any additional comments.

Please do these things:

1. Remove the envelope, then carefully fill out the survey. Staple it together, address side out, and mail.

2. To aid us in follow-up, send us your envelope but under separate cover. If you should wish to go on record regarding any aspect of Mission College, seal you comments in the envelope.

Ignore the numbers in parentheses following some of the questions. They are Keysort codes inserted to aid us in compilation of replies.

Thanks for your help.

PERSONAL

1. Please mark your area of service.

8/6 Business	22/16 Language Arts	6/4 Learning Resource Center
18/13 Engr./Tech.	18/13 Science/Math.	13/10 Administrator
9/7 Physical Ed.	21/15 Social Science	
11/8 Hum./Fine Arts	10/7 Counseling	

2. Do you need systematic follow-up information on your students regarding:

University placement	73/68 Yes	35/32 No
Job placement	72/69 Yes	36/32 No
Community college degree	61/61 Yes	38/38 No
Reason for dropping out	90/81 Yes	21/19 No
Other:________________	6/4 Yes	

3. Do you use student placement information in your program?
66/50.5 Yes 64/49.5 No

4. Who do you feel is best qualified to counsel potential students in your program? (Check only one)
57 Counselor 8 Division Chairman 11 Other (______________)
70 Instructor 13 Coordinator

5. What is the need for counselor awareness of your program and its requirements?
0/0 No need 33/25 Important
8/6 Some knowledge 92/69 Most important

6. Do you need filing equipment and/or filing assistance in your classroom?
48/45 Yes 60/55 No

7. How important is a private telephone to your program?
11/9 Not needed 50/38 Remote access ok 68/53 Needed in my office

8. When do you prefer to teach?
73/65 Mornings 0/0 Evenings
4/3 Afternoons 26/32 Combination (Specify)______________________

9. Who should supervise open laboratory time?
47/40 Instructor 14/11 Student aide 1/1 No supervision
55/48 Lab technician 0/0 Custodian

10. Check the one most important consideration (M) with respect to faculty offices, AND and the one least important (L).

(M)	(L)		(M)	(L)	
68/53	14/16	Privacy	13/10	52/57	Located in faculty sphere
44/34	16/12	Located in student sphere	3/3	7/7	Other (Specify)________________________

11. Should Mission College adopt a system of academic rank?
21/16 Yes 83/66 No 24/18 Don't care either way

12. Should Mission College have a faculty newsletter separate and apart from CAMPCOM?
40/30 Yes 55/41 No 39/29 Don't care either way

13. What is your opinion of our salary schedule with respect to that of similar institutions?
14/11 Excellent 43/33 Acceptable 1/1 Poor
55/42 Good 14/11 Below expectations 3/2 No opinion

14. Evaluate intra-faculty communication via faculty boxes.
4/3 Excellent 57/39 Adequate 29/22 Poor
30/22 Good 17/13 Below expectations 1/1 No opinion
Additional comment?______________________________

15. Which of the following should be the proper concern of the Public Information Office at Mission College
90 Reporting to the media on actions by all levels of the College community
62 Preparation not only of typed news releases, but also of tape & film releases
88 Seeking out, without waiting for assignment, and reporting unusual news features about the College district
67 Preparation of various printed promotion and information pieces
10 Other (Specify)______________________________

16. Which group can determine the "best" offerings by Community Services?
12/10 Community Services staff
19/15 A board of Community Services staff, faculty, administration
85/67 A board of Community Services staff, faculty, administration, lay public
10/8 Other (Specify)______________________________

17. Do you use Community Services in your instructional program?
79/64 Yes 44/36 No

18. There has been criticism of lack of unity at West Valley College, that each instructor often "does his thing" and rarely sees some instructors in other disciplines. Check any of the measures below which you feel would help ameliorate this alleged condition at Mission College.
12/9 Ban division and/or department coffee pots; force all to go to the student center for coffee
24/19 Require a minimum number of faculty meetings
35/27 Require a particular number of inter-disciplinary courses
15/12 Eliminate divisions
42/33 Other (Specify)______________________________

19. How often do you use division secretarial services in your instruction program?

	Typing	Filing
Once a week	35	11
Twice a week	30	9
Once a month	12	2
Rarely	16	13
Never	5	25

20. Is there a need for library and/or media space adjacent to your particular instruction area?
88/70 Yes 37/30 No

21. If you were teaching in your present program at Mission College, would it be more advantageous if your classroom had specialized work stations?
54/47 Yes 61/53 No
If Yes, specify your program______________________________

22. Are the course offerings in your program fully developed?
27/21 Yes 99/79 No
If No, how many additional courses are needed? _______

23. With reference to Question 22 above, will additional faculty be needed in this program?
65/55 Yes 53/45 No ___If Yes, how many?

24. Do you visualize need for covered outdoor areas in your program if it were offered at Mission College?
28/20 Yes
90/80 No

25. Will the use of computers play a markedly increasing role in your instructional program in the future? If yes, how soon?
69/57 Yes
15 Within 1 year
12 Within 2 years
9 Within 3 years
9 Within 4 years
4 Other (Specify)____
52/43 No

26. Do you see increased use of closed circuit television as an audio-visual tool at Mission College?
77/69 Yes
34/31 No

27. If you are not an audio-visual user, is it because (check any number desired):
9 It is a bother because the equipment is always breaking down
7 No one is ever there to assist me
5 I feel inadequate in attempting to operate the equipment myself (L24)
17 It is inconvenient
7 My program (specify if desired)____ does not lend itself to use of audio-visuals
21 I don't have time to develop use of audio-visuals
19 Other (Specify)____

28. Could you use someone with expertise to assist you in audio-visual production and use of equipment?
97/76 Yes
31/24 No
___If Yes, in which media?____

29. Evaluate the adequacy of the media holdings in the Learning Resource Center and in audio-visuals with respect to your program
3/2 Excellent
18/15 Above average
35/29 Average
23/19 Barely adequate
26/22 Inadequate
16/13 Don't know

30. How long has it been since you used the audio-visual department?
48/37 One day
37/28 One week
37/28 One month
8/6 Not this year
0/0 Never

31. How long has it been since you used the Learning Resource Center (library)?
24/19 One day
50/38 One week
34/26 One month
11/8 Not this year
11/8 Never

32. If you are not a user, would you please indicate why?____

33. Assuming the Learning Resource Center at Mission College had open media production areas for preparation of your own material (slides, graphics, transparencies, etc.), would you use the facilities?
72/54 Yes, regularly
50/38 Occasionally
10/7 Very little
1/1 Never

34. Would you welcome (and encourage) student preparations at Mission College in formats other than written papers and oral reports - i.e., films, slides, graphics, etc.?
109/84 Yes
21/16 No

35. Would you consider it valuable to spend part of your teaching load in the Learning Resource Center?

94/72 Yes
36/28 No

30 Working with students on an individual basis
9 Preparing media for regular class assignments
28 Some combination of both of the above
3 Would not consider LRC activity valuable

36. Rate in order of desirability (1-2-3-4) these uses of television:

___Producing programs with my class and/or Learning Resource Center staff
___Receiving taped commercial programs during class time in my classroom
___Having taped programs available for my students on an individual basis in the Learning Resource Center
___Other (Specify)______________________________

37. Audio-visual aids may either be prepared by you in the Learning Resource Center or by the Center staff under your direction. Which of these two modes of production would be of greater assistance to your program?

28/24 Self preparation
93/76 Learning Resource Center preparation

38. Suppose there were a computer print-out of all newly-arrived media (books, films, slides, discs, etc.) available monthly. Would you regard this as

37/29 Extremely valuable
33/25 Valuable
49/38 Some usefulness
2/1 Not useful
7/6 A waste
1/1 No opinion

39. If small group conference rooms were available at Mission College for listening, viewing and discussion of new media, I would use these rooms

33/26 Often
84/67 Occasionally
9/7 Not at all

40. If short workshops concerned with the production of media were held in the Learning Resource Center at Mission College, I would be interested in attending, for salary placement credit

37 During summers
81 During regular semester in evenings
27 During semester on weekends
16 Other (Specify)________________
15 Not at all

41. I would like to be notified of the preview of films, slides, records, tapes, etc., so that I could participate in the selection

105/86 Yes
18/14 No

42. Is there some element or facility your department requires which is either totally ignored or inadequately provided for at Saratoga?

64/59 Yes
44/41 No
___If Yes, what?________________

43. What is an "A" grade?

12/11 Evidence of a race won
96/89 Evidence of a pinnacle achieved

44. Indicate hours a week an instructor should spend in non-classroom but instruction-related activity (preparation, evaluation conferences, etc.)

66/63 15 - 29
20/19 30 or more
19/18 Other (Specify)__________

45. There has long been a rule of thumb which holds that a student should spend at least three hours of preparation for each hour of class attendance. Do you believe the figure is
1/1 Too little 48/39 About right 24/19 Too much
51/41 There should be no such criterion

46. Please rate (1-2-3, etc.) in order of importance in your program
___Lecture ___Demonstration (including audio-visuals)
___Class discussion ___Quizzes, exams ___Skills, drills
___Student performance ___Other (Specify)________________

47. Do you observe the college attendance rule, that an instructor may drop a student who is absent one time more than the number of class meetings in one week?
37/31 Yes If Yes, is the drop automatic? ___
84/69 No If No, what is your attendance policy?__________
____

48. What, at present, would be your attitude toward taking on an inter-disciplinary assignment at Mission College, were you to be located there?
61/50 Shows promise; I'd welcome it 9/7 Not interested, needless diversionary frill
51/42 Need more information first 2/1 Other comment:__________
____

49. Are there enough full-time instructors in your discipline for program effectiveness?
48/[illegible] Yes 51/49 No 5/5 Don't know

	Excellent	Good	Acceptable	Below Expectations	Poor	No Opinion
50. What is your opinion of the emphasis placed by the College on educational counseling and guidance						
a. For full-time students	17	35	42	17	4	12
b. For adult and evening students	6	11	30	32	28	23
c. For high school students	10	15	27	18	12	32
51. Evaluate provisions in the current operating budget for your program	8	25	45	29	15	6
52. Evaluate provisions in the current operating budget for the College's educational program in general.	4	27	43	30	8	18
53. What is your opinion of our utilization of present instructional facilities and equipment?	14	42	45	25	11	5
54. Evaluate the general adequacy of our instructional facilities and equipment.	15	28	61	14	10	2

INSTRUCTIONAL & SERVICES (Cont'd)

	Excellent	Good	Acceptable	Below Expectations	Poor	Don't Know
55. What is your opinion of the present method of evaluating instructional personnel in your discipline?	8	21	64	12	13	8
56. Evaluate the qualifications of the instructional staff as a whole in your discipline.	51	50	24	1	2	
57. Rate the proficiency of your disciplines in updating instructional content and methods in relation to current educational practices and trends.	37	49	28	10	2	4
58. Evaluate the College's collection and translation of information on community education needs (population, labor markets, etc.)	10	16	28	26	18	32
59. How effective is our promotion of transfer programs?	17	42	27	12	9	24
60. From the viewpoint of your discipline, what is the status of the position of division chairman as a member of the "administration team"?	17	30	29	16	14	10
61. Evaluate the effectiveness in placement of students in universities and four-year colleges.	22	46	23	5	3	30
62. Evaluate the effectiveness in job placement of occupational education students completing their programs.	11	29	17	13	3	51
63. Evaluate services performed by the College bookstore.	13	39	46	13	12	10
63a. (Should Mission College envisage possible establishment of a cooperative bookstore for the purpose of seeking lower prices for students and faculty?) 93/91 Yes 9/9 No						
64. Evaluate services by the service center.	27	41	35	17	6	11
65. Evaluate service performed by the public information office.	5	23	33	22	18	22
66. Evaluate services performed by audio-visual.	26	48	35	18	1	3
67. Evaluate services performed by the office of the Ombudsman.	9	23	22	17	11	49
68. Evaluate services performed by the Community Services office.	18	45	32	11	12	16
69. Evaluate services performed by the Publications office.	28	53	22	8	4	13

70. What do you consider the average day student's image of West Valley College?
9/7 "High school with ash trays"
58/44 Adequate, but nothing spectacular
55/42 Viable, effective instrument for pursuit of learning
10/7 No opinion

71. What do you consider the average evening student's image of West Valley College?
3/2 "High school with ash trays"
29/23 Adequate, but nothing spectacular
82/64 Viable, effective instrument for pursuit of learning
14/11 No opinion

72. Which statement most aptly fits the present purpose of the student newspaper?
41/31 Reporter of events of campus life, medium of official notice, all within supervision of faculty and staff
51/46 Unrestricted reporter of student life and opinion in which faculty and staff serve only in advisory capacity
20/18 Neither (Specify)____________________

73. Check what you consider to be the most appropriate role of an advisor to a student activity
27/22 One who examines and passes on content and/or performance carefully and personally, enforces standards of good taste, legality, etc.
85/69 One who keeps hands off but seeks to inspire with respect to legality and good taste
11/9 Neither (Specify)____________________

74. Evaluate student job placement services
10 Excellent   13 Below expectations   7 Poor
22 Good   18 Acceptable   48 No opinion

75. Should a student have a voice in (check any number desired):
83 Faculty evaluation   55 Curriculum content   28 Facility management
66 Course content   51 Facility development
22 Other (Specify)____________________

76. Do you feel that students need individual instruction, outside class time, in your discipline?
103/85 Yes   22/17 No

77a. Is it necessary in your program for students to have close access to the Learning Resource Center?
53/39 Imperative   61/45 Not imperative, but important   20/15 No

77b. Closer than the present facility at Saratoga?
52/28 Yes   80/72 No

78. Do you see a need at Mission College for a specialized room for faculty use in viewing video tapes, conferences, etc.

99/76 Yes
31/24 No

79. Should innovative structures, such as air structures, be investigated for possible use at Mission College?

74/61 Yes
31/26 No
16/13 Why? ____________________

80. What does facility flexibility mean to you?

40 Clear-span structures with movable walls
22 Buildings that could be dismantled and then reassembled in a different configuration
82 Multipurpose buildings
11 Other (Specify) ____________________

81. Campus facilities at Mission College should be

42 Clustered one-story buildings
45 Spread one-story as at Saratoga
26 Multi-story
9 Entire facility under one roof
14 Other (Specify) ____________________

82. Should faculty parking areas at Mission College be closer to classrooms (and possibly separate from student parking areas)?

102/82 Yes
22/18 No

83. Where should your office be located?

68/52 Adjacent to classroom
36/28 Adjacent to division or department office
16/12 General faculty office area
10/8 Other (Specify) ____________________

84. What kind of access to audio-visual equipment and other instructional materials is necessary in your program?

94/72 Direct access
34/26 Remote access
1/1 Not needed at all

85. How near to your instructional area should audio-visual and other instructional material be located at Mission College?

70/52 Immediately adjacent
27/20 Same building
35/26 Remote (as at Saratoga)
2/2 Not required

86. Do you feel that instruction will still be given in "conventional" classrooms in 1980?

90/69 Yes
40/31 No

87. For Mission College, the Citizen's Advisory Committee has recommended buildings "up to three stories" so that considerable open space will remain. Do you

63/47 Agree
51/38 Disagree
19/15 Have no opinion

88. For Campbell, the Citizen's Advisory Committee has suggested consideration of a high-rise structure for Business Education and other classes not requiring laboratories. Do you

55/42 Agree
44/34 Disagree
32/24 Have no opinion

89. Tentatively choose one of the following for the Mission College campus and briefly support your choice:

55/45 Central classroom complex, no divisions
67/55 Division configuration (as at Saratoga)

Comment: ____________________

90. Following are the types of construction which the State will help fund. Please mark (M) the three **most** important to you, and (L) the three **least** important to you insofar as careful planning at Mission College is concerned.

Ⓜ		Ⓛ	Ⓜ		Ⓛ
55	Audio-visual	9	123	Classrooms, laboratories	0
81	Equipment for buildings	11	8	Maintenance facilities	59
63	Offices	29	23	Physical education facilities	58
27	Student center	42	12	Theater	68
6	Warehouse, storage	72			

91. If it came to a decision between an innovative program with unique structures and a wait for local financing or a traditional program for Mission College with earlier fruition, which would you choose?

86/68 Innovative 40/32 Traditional

GENERAL

Please answer the following: (Use back and extra sheets if necessary)

1. (Your discipline) What are the chief strengths of your program?

Please see Pages 105 - 118.

2. (Your discipline) What are the needed major improvements, if any, in your program, and what accion is required to achieve these improvements?

Please see Pages 119 - 137.

Please fold, staple and drop in campus mail. Thank you.

APPENDIX D

Student Survey - Raw Data

The figures given indicate the actual number of persons responding, not a percent of the total response.

STUDENT SURVEY - RAW DATA

Personal

Sex: 56 Male 134 Female

Marital Status: 143 Single 64 Married 3 Widowed 5 Divorced

1 Separated

Present Age: 122 18-21 22 22-25 12 26-30 23 31-40 15 Over 40

Are you a veteran? 9 Yes 129 No

Are you presently in the service? 3 Yes 131 No

What is your ethnic background? (Optional) 6 Oriental 2 Black

6 Mexican/American 2 American Indian 163 Caucasian 2 Other

NO ANS.-12

What is the highest level of education obtained by your parents? (Check one per column)

	Father	Mother
____ Grammar School	21	18
____ Some High School	22	22
____ High School Graduate	47	70
____ Some College	43	63
____ Bachelors Degree	36	20
____ Advanced Degree Beyond Bachelors	26	8
____ Don't Know	3	1

About how many books were there in your parents' home, or the home where you grew up in before going to college? (Check one)

39 under 50

28 50 - 100

42 100 - 200

69 200 - 500

31 over 500

Do you subscribe to a daily newspaper? 155 Yes 35 No

Do you read it? 154 Yes 33 No

If no, why not? (Check one or more) 6 Not accessible 8 Too depressing

6 Not interested 8 Other 17 Not enough time

Would you read a newspaper if it were easily accessible? 106 Yes 17 No

NO ANS.-39

Where are you living? 28 Los Gatos 47 Santa Clara 22 Campbell
13 Saratoga 81 San Jose 10 Other

Is this your legal residence? 185 Yes 4 No

What is your college district?
182 West Valley College — Foothill College
6 San Jose City College — Cabrillo
4 De Anza College — Other

What is your educational background? (Circle number of years completed)

Elementary & Secondary: 1 2 3 4 5 6 7 8 2 [✓ 9] 2 [✓ 10] 2 [✓ 11] 181 [✓ 12]
NO ANS. - 6

Graduated: 181 Yes 6 No - NO ANS. - 16
Passed GET Test: 28 Yes 4 No - NO ANS. - 22

College or University: 48 [✓ 1] 59 [✓ 2] 19 [✓ 3] 4 [✓ 4] Graduated: 17 Yes 81 No NO ANS. - 30

Degrees Held: 24 AA 2 AS 4 BA 2 BS — MA — MS — Higher
NO ANS. - 165

Do you watch television: 175 Yes 15 No NO ANS. - 6

If yes, which type program?	Often	Sometimes	Seldom	Never	No answer
News	96	56	17	4	18
Sports Events	35	61	58	18	22
Variety Shows	18	68	66	18	22
Educational	21	76	66	12	25
Travelogues	22	52	59	37	24
Adventure Films	19	83	44	19	36
Movies	58	87	38	16	11
Historical Films	46	95	45	6	27
Nature Programs	54	65	47	4	21
Ecological	26	62	58	12	27
Other	23	35	22	11	96

Would your parents be interested in attending West Valley College:
70 Yes 110 No NO ANS. - 13

If yes, would it be for: 21 General Education 7 A Degree

47 Personal Enrichment 10 Re-education 3 Certificate NO ANS. - 41

14 Job advancement

If no, why?______________________________

Educational:

Why are you attending college? ______________________________

What is your mode of transportation to West Valley College?

6 Walk 23 Bicycle 135 Car (yours) 23 Car (parents')

5 Car Pool 4 Bus 8 Other NO ANS. - 1

What is your student classification at West Valley College?

33 New	36 Returning	100 Continuing
19 New Transfer	6 Returning Transfer	0 Advanced Placement High School

NO ANS - 7

Are you attending: 125 Day Classes 8 Evening Classes 63 Both

On which campus(es) do you take your classes:
23 Campbell 95 Saratoga 71 Both

If you attend both campuses, how do you travel back and forth?
1 Walk 9 Bicycle 84 Car 12 Shuttle Bus
NO ANS 55

The statements below describe goals, purposes, and achievements that various people believe to be important in higher education. What is your own view about the importance of these goals for colleges and universities?

	Your Priority High 5	4	3	2	Low 1
1. Prepare people for useful occupations	114	44	21	5	0
2. Provide leaders for society	60	39	53	17	16
3. Transmit basic cultural values	36	48	53	16	14
4. Serve a person's economic needs	52	53	67	18	9
5. Develop a person's self-awareness	78	55	39	11	5
6. Broaden the student's perspective	97	56	28	1	23
7. Enrich the student's life culturally	87	57	44	8	3
8. Help solve societal problems -- pollution, etc.	46	42	64	21	21
9. Seek and disseminate new knowledge	91	62	20	8	7
10. Serve as a critic of the society	32	26	46	38	37
11. Promote understanding among different peoples	72	46	58	20	7
12. Assist student in developing a personal philosophy of life	56	50	46	17	90

Have you ever applied for a release from West Valley College to attend another Community College? 20 Yes 175 No

If yes, for what course of study? ____________________

Did you ever have a release denied? 14 Yes 86 No

If yes, for what reason? ____________________

How many semesters have you been attending West Valley College? (Circle one)

40	58	22	33	23	22
1	2	3	4	5	or more

NO ANS - 2

How many units are you presently taking? 35 1 - 6 29 6½ - 9

37 9½ - 12 44 12½ - 15 50 15 or more

How many units have you completed in all college work?

16 None
74 ½ to 29½ semester (1/3 to 44-2/3 quarter units)
60 30 to 58½ semester (45 to 89-2/3 quarter units)
36 60 or more semester (90+ quarter units)
NO ANS - 7

Are you presently enrolled in a Certificate Program? 25 Yes 147 No

If yes, which one: ____________________

What is your occupational goal? ____________________

What is your educational goal? (Check those that apply)

52 2-year college degree
123 4-year college degree
12 2-year college certificate
1 No certificate
NO ANS - 3

1 No degree
20 Prepare for immediate employment
33 Enrichment courses
23 Other

Do you plan to earn a degree at West Valley College? 135 Yes 46 No
NO ANSWER - 15

If yes, which degree? 95 AA 38 AS NO ANS - 21

In which division?

28 Business
11 Health, P.E, & Recreation
21 Science & Math
22 Social Science

10 Language Arts
25 Engineering/Tech
13 Humanities & Fine Arts

In which field? ____________________

Are there any majors or courses you would like offered at Mission College that are not now offered at West Valley College? 23 Yes 30 No

If yes, what? ____________________

____

For each of the following instructional or learning experiences, please indicate by placing a check in the appropriate column (A) if you have or have not had the experience; (B) if you have had the experience, the degree to which it was satisfying to you, using the key on the left; and (C) if you have not but would like or not like to have the experience.

KEY: HS = Highly Satisfied
S = Satisfied
N = Neutral
D = Dissatisfied
HD = Highly Dissatisfied

	(A)		(B)					(C)		
	Have Had	Have Not Had	If yes, Degree of Satisfaction					Would Like to have this Experience		
	Yes	No	HS	S	N	D	HD	Yes	No	No ans
1. Small class with instructor-led discussions	136	48	71	49	14	5	2	54	4	3
2. Large lecture classes	163	28	12	64	45	40	22	5	25	6
3. Lecture class with scheduled discussion sections	102	82	13	54	31	14	4	43	29	8
4. Video-taped lectures	33	154	5	8	10	8	10	40	87	7
5. Team teaching -- two or more instructors teaching a course	76	113	31	26	18	2	5	73	31	7
6. Group projects, as part of course work	118	38	23	39	37	18	6	36	31	4
7. Individual research, as part of course work	153	35	46	58	31	10	3	26	11	5
8. Group research, as part of course work	85	93	13	30	27	14	5	39	43	14
9. Student-led discussion groups	101	88	21	36	30	16	2	50	31	6
10. Courses involving community experiences	39	140	19	13	9	1	2	107	26	10
11. Part or all of the course work conducted off campus	46	127	20	11	10	2	2	74	34	8
12. Interdepartmental course (course involving instructors or materials from more than one department	30	165	12	14	4	0	2	71	26	11
13. A laboratory course	126	59	45	33	19	7	4	45	25	11
14. Independent study	63	122	16	25	15	1	3	69	33	14

Which of the following audio-visual aids has benefitted you most in the classroom?

NO ANS - 17

129 Motion pictures
56 Film strips
71 Slides
30 Transparencies
30 Records
32 Radio
13 Recordings
14 Television
19 Photographics
12 Microfilms
43 Tape(s)
6 Other

If available, which of the following would you use on your own?

56 Taped instructor lecture
40 Video tape reproductions
106 Open labs (attend when you can)
82 Machines for self-learning
50 Programmed textbook

With regard to labs, would you prefer:

38 Scheduled lab, T Th, 3-hour class
16 Scheduled lab, MWF, 2-hour class
89 Non-scheduled lab (open lab) where you complete experiment on your own time at your own rate of speed (Lab to be open M - F)

60 Morning
28 Afternoon
8 Evening

College environment: As you read each of the statements below, check the space under TRUE (T) if the statement describes a condition, event, attitude, etc. that is generally characteristic of West Valley College; or under FALSE (F) if it is not generally characteristic of West Valley College. Please answer every statement.

	T	F	No ans.
1. Frequent tests are given in most courses.	95	69	30
2. The college offers many really practical courses such as typing, report writing, etc.	161	30	10
3. The most important people at the school expect others to show proper respect for them.	41	94	16
4. There is a recognized group of student leaders on campus.	36	107	15
5. Many second year students play an active role in helping new students adjust to campus life.	47	101	17
6. The faculty go out of their way to help you.	129	49	10
7. The school has a reputation of being friendly.	135	42	10
8. It's easy to get a group together for card games, singing, going to the movies, etc.	72	92	16
9. Students are encouraged to criticize administrative policies and teaching practices.	91	93	17
10. The school offers many opportunities for students to understand and criticize important works in art, music and drama.	96	81	22
11. Students are actively concerned about national and international affairs.	97	85	13
12. Many interesting people are brought to the campus for lectures, concerts, student discussions.	167	71	11

		T	F	No ans.
13.	Students are conscientious about taking good care of school property.	141	49	11
14.	Students are expected to report any violation of rules and regulations.	48	122	14
15.	Students ask permission before deviating from common practices or policies.	85	95	11
16.	Are student publications free to criticize people or institutions?	132	48	20
17.	Most courses are a real intellectual challenge.	111	82	13
18.	Students set high standards of achievement for themselves.	91	93	13
19.	Most courses require intensive study and preparation out of class.	109	76	9
20.	Careful reasoning and clear logic are valued most highly in grading student papers, reports, or discussions.	136	53	6

Financial

Are you presently employed? 116 Yes 55 No NO ANS - 5

If yes, how many hours a week?
14 1-10 hours
23 10½ - 20 hours
34 20½ - 30 hours
38 30½ - 40 hours
13 40½ or more hours
NO ANS - 8

What is your present occupation? ______

Do you plan to continue in this field of work? 47 Yes 82 No
NO ANS - 30

If no, what career or occupation are you interested in? ______

Does West Valley College now offer courses that are helping you in your chosen field? 150 Yes 22 No NO ANS - 19

Are you aware that West Valley College has a Career Center?
123 Yes 66 No NO ANS - 7

If yes, have you used the Career Center? 33 Yes 129 No NO ANS - 20

Are you aware that West Valley College has a Job Placement Center?
146 Yes 33 No NO ANS - 10

If yes, have you used its services? 37 Yes 112 No
NO ANS - 26

If yes, did you get a job? 11 Yes 22 No

If yes, was it part-time 13 or full-time 4 NO ANS - 11

Are you receiving financial assistance while attending West Valley College?
______ Yes ______ No

If yes, from which source(s)?

37 Parents
26 G.I. Bill
9 Social Security
3 Rehabilitation

1 Work Study
8 Scholarship
8 Other
NO ANS - 60

If you receive financial assistance through West Valley College, from which source?

1 Work Study
0 Educational Opportunity Grant (EOG)
3 Federally Insured Student Loan

0 Educational Opportunity Program System (EOPS)
1 National Direct Student Loan (NDSL)
1 Other
NO ANS - 90

If you receive financial assistance directly from the State, from which source(s)?

— State Scholarship
— Occupational Grant
— Vocational Nurse/Psych. Tech. Grant

— California Opportunity Grant
4 Other
NO ANS - 110

What percentage of financial assistance are you receiving?

12 ½ - 10%
7 10½ - 20%
3 21 - 30%

6 30½ - 40%
27 40½ or more

NO ANS - 60

Health

In terms of a health plan, are you presently:
122 covered by family plan
42 have your own pre-paid health plan
19 without a health plan
6 relying on the West Valley Student Body Health Plan
NO ANS - 6

Are you aware that psychological services are available? 76 Yes 114 No
If yes, have you used the service? 10 Yes 74 No NO ANS - 24

Are you aware that a physician's services are available? 131 Yes 58 No
If yes, have you had occasion to use the services? 27 Yes 98 No
NO ANS - 4 NO ANS - 3

Have you had occasion to take advantage of the school nurse's services?
14 Yes 164 No NO ANS - 27
If yes, how often? 4 Once 3 Twice — 3 times — More
NO ANS - 35

Have you used the West Valley College Student Body Health Plan?
5 Yes 168 No NO ANS - 6
If yes, was it satisfactory? 1 Yes 4 No

NO ANS - 80

Counseling

NO ANS. - 1

Have you utilized counseling services voluntarily? 127 Yes 59 No

If yes, for what reason?
3 Rehabilitation counseling
26 Personal counseling
51 Vocational counseling
89 Education counseling
4 Test interpretation
2 Other

NO ANS - 26

Tutorial

Are you aware of the tutorial services at West Valley College? 68 Yes 54 No

NO ANS - 2

If yes, have you used these services? 24 Yes 94 No

NO ANS. - 14 TRIED - 2

Student Personnel Services

How would you rate the present Student Personnel Services? (Please check)

	Excellent	Good	Poor	Don't Know
Admissions & Records	67	106	18	16
Counseling & Guidance	56	79	4	23
Student Center Facilities	58	74	15	38
Financial Aid	12	28	4	136
Health Services	8	29	3	143
Veterans Services	17	22	5	141

If any of the services were rated Poor, please explain: ____________________

Ombudsman

NO ANS - 6

Do you know that West Valley College has an Ombudsman on campus? 82 Yes 99 No

Have you used the services? 8 Yes 124 No NO ANS - 43

If yes, how would you rate the service:
2 Excellent
3 Good
4 Don't Know
1 Acceptable
2 Poor

NO ANS. - 78

If rated Poor, please explain: ____________________

Learning Resource Center

Have you had occasion to use the Learning Resource Center (library)?
137 Yes 44 No NO ANS. - 6

If yes, how would you rate the services:
72 Excellent
40 Good
19 Acceptable
1 Poor
4 Don't Know

NO ANS. - 24

If rated poor, please explain: ____________________

If a tutorial service were offered in the Learning Resource Center (library), would you use it? ______ Yes ______ No

Campus Morale

Directions: Facilities, procedures, policies, requirements, attitude, etc. differ from one campus to another. What is characteristic of West Valley College? As you read each of the statements below, check the space under YES, if the statement describes a condition, event, attitude, etc., that is generally characteristic of West Valley College; or under NO, if it is not generally characteristic of the College. Please answer every statement.

	Generally		
	YES	NO	NO ANS
1. The big events of the College draw a lot of student enthusiasm and support.	60	128	22
2. Anyone who knows the right people in the faculty or administration can get a better break here.	78	88	27
3. The faculty go out of their way to help you.	131	54	14
4. Students have many opportunities to develop skill in organizing and directing the work of others.	71	94	28
5. When students run a project or put on a show, everybody knows about it.	40	125	22
6. Students exert considerable pressure on one another to live up to the expected codes of conduct.	20	149	26
7. There is a lot of group spirit.	34	138	24
8. Most of the faculty are not interested in students' personal problems.	45	129	22
9. The school helps everyone get acquainted.	53	135	16
10. Channels for expressing students' complaints are readily accessible.	74	78	24
11. A controversial speaker always stirs up a lot of student discussion.	10	80	29
12. Many students here develop a strong sense of responsibility about their role in contemporary social and political life.	69	82	27
13. The expression of strong personal belief or conviction is pretty rare around here.	58	118	18
14. There is considerable interest in the analysis of value systems, and the relativity of societies and ethics.	95	58	21
15. Students are conscientious about taking good care of school property.	127	53	13
16. Students pay little attention to rules and regulations.	37	110	24
17. Many students seem to expect other people to adapt to them rather than trying to adapt themselves to others.	79	96	21
18. Most of the faculty are very thorough teachers and really probe into the fundamentals of their subjects.	136	53	14
19. Students set high standards of achievement for themselves.	73	79	24
20. Students put a lot of energy into everything they do -- in class and out.	73	105	17
21. Most courses are a real intellectual challenge.	94	81	13

THANK YOU FOR HELPING US TO HELP YOU!

APPENDIX E

SUMMARY

WEST VALLEY COLLEGE

INSTITUTIONAL GOALS INVENTORY

Table 1

WEST VALLEY COLLEGE ETS SURVEY

GOAL AREA SUMMARIES

RANK ORDERED BY "SHOULD BE" IMPORTANCE

TOTAL GROUP

N=164

Importance as College SHOULD BE		GOAL	Importance as College IS	
Mean	Rank	Area	Mean	Discrepancy*
4.26	1	Vocational preparation	3.17	+1.09
4.22	2	Community	3.12	+1.10
4.10	3	Individual personal development	2.88	+1.22
3.97	4	Intellectual orientation	2.87	+1.10
3.87	5	Democratic governance	2.92	+0.95
3.87	6	Intellectual/Aesthetic environment	2.81	+1.06
3.80	7	Meeting local needs	3.01	+0.79
3.78	8	Freedom	3.16	+0.62
3.77	9	Innovation	2.75	+1.02
3.69	10	Academic development	3.23	+0.46
3.69	11	Social egalitarianism	2.96	+0.73
3.68	12	Humanism/Altruism	2.76	+0.92
3.50	13	Accountability/Efficiency	3.03	+0.47
3.46	14	Public service	2.49	+0.97
3.24	15	Cultural/Aesthetic awareness	2.74	+0.50
3.19	16	Social criticism/Activism	2.42	+0.77
3.10	17	Off-campus learning	2.00	+1.10
2.53	18	Advanced training	1.95	+0.58
2.48	19	Research	1.87	+0.61
1.95	20	Traditional religiousness	1.58	+0.37

* Discrepancy score indicates difference between mean score "SHOULD BE" from mean score "IS".

Table 2

WEST VALLEY COLLEGE ETS SURVEY

GOAL AREA SUMMARIES

RANK ORDERED BY "SHOULD BE" IMPORTANCE

FACULTY

N=85

Importance as College SHOULD BE		G O A L	Importance as College IS	
Mean	Rank	Area	Mean	Discrepancy
4.45	1	Community	3.18	+1.27
4.32	2	Vocational preparation	3.61	+0.71
4.17	3	Individual personal development	3.13	+1.04
4.15	4	Intellectual orientation	2.90	+1.25
4.12	5	Democratic governance	3.01	+1.11
4.07	6	Meeting local needs	3.34	+0.73
4.02	7	Intellectual/Aesthetic environment	3.03	+0.99
3.96	8	Freedom	3.42	+0.54
3.94	9	Innovation	3.02	+0.92
3.86	10	Social egalitarianism	3.25	+0.61
3.80	11	Humanism/Altruism	2.86	+0.94
3.64	12	Academic development	3.29	+0.35
3.46	13	Cultural/Aesthetic awareness	2.85	+0.61
3.36	14	Public service	2.63	+0.73
3.31	15	Accountability/Efficiency	3.40	-0.09
3.17	16	Social criticism/Activism	2.50	+0.67
2.74	17	Off-campus learning	1.90	+0.84
1.84	18	Research	1.60	+0.24
1.73	19	Traditional religiousness	1.39	+0.11

Table 3

WEST VALLEY COLLEGE ETS SURVEY

GOAL AREA SUMMARIES

RANK ORDERED BY "SHOULD BE" IMPORTANCE

DAY STUDENTS (UNDERGRADUATES)

N=94

Importance as College SHOULD BE		G O A L	Importance as College IS	
Mean	Rank	Area	Mean	Discrepancy
4.24	1	Vocational preparation	2.95	+1.29
4.20	2	Community	3.08	+1.12
4.14	3	Individual personal development	2.71	+1.43
3.93	4	Democratic governance	2.85	+1.08
3.87	5	Intellectual/Aesthetic environment	2.68	+1.19
3.86	6	Intellectual orientation	2.82	+1.04
3.83	7	Freedom	3.02	+0.81
3.82	8	Innovation	2.65	+1.17
3.77	9	Social egalitarianism	2.85	+0.92
3.75	10	Academic development	3.22	+0.53
3.68	11	Humanism/Altruism	2.68	+1.00
3.67	12	Meeting local needs	2.79	+0.88
3.67	13	Public service	2.45	+1.22
3.53	14	Accountability/Efficiency	2.79	+0.74
3.39	15	Social criticism/Activism	2.42	+0.97
3.34	16	Off-campus learning	2.05	+1.29
3.23	17	Cultural/Aesthetic awareness	2.71	+0.52
3.12	18	Advanced training	2.22	+0.90
2.95	19	Research	2.03	+0.92
2.07	20	Traditional religiousness	1.65	+0.42

Table 4

WEST VALLEY COLLEGE ETS SURVEY

GOAL AREA SUMMARIES

RANK ORDERED BY "SHOULD BE" IMPORTANCE

EVENING STUDENTS

N=100

Importance as College SHOULD BE		GOAL	Importance as College IS	
Mean	Rank	Area	Mean	Discrepancy
4.20	1	Vocational preparation	2.93	+1.27
4.04	2	Community	3.02	+1.02
3.93	3	Individual personal development	2.78	+1.15
3.90	4	Intellectual orientation	2.84	+1.06
3.73	5	Freedom	2.93	+0.80
3.69	6	Intellectual/Aesthetic environment	2.56	+1.13
3.67	7	Democratic governance	2.76	+0.91
3.66	8	Academic development	3.22	+0.69
3.63	9	Innovation	2.56	+1.07
3.57	10	Meeting local needs	2.79	+0.78
3.50	11	Social egalitarianism	2.76	+0.74
3.50	12	Humanism/Altruism	2.66	+0.84
3.49	13	Accountability/Efficiency	2.82	+0.67
3.29	14	Public service	2.29	+1.00
3.22	15	Off-campus learning	1.98	+1.24
3.06	16	Cultural/Aesthetic awareness	2.63	+0.43
3.03	17	Social criticism/Activism	2.26	+0.77
2.78	18	Advanced training	2.00	+0.78
2.63	19	Research	1.86	+0.77
2.00	20	Traditional religiousness	1.68	+0.32

Table 5

WEST VALLEY COLLEGE ETS SURVEY

GOAL AREA SUMMARIES

RANK ORDERED BY "SHOULD BE" IMPORTANCE

COMMUNITY

N=41

Importance as College SHOULD BE		GOAL	Importance as College IS	
Mean	Rank	Area	Mean	Discrepancy
4.33	1	Individual personal development	2.86	+1.47
4.29	2	Vocational preparation	3.16	+1.13
4.24	3	Community	3.36	+0.88
4.07	4	Meeting local needs	3.26	+0.81
4.06	5	Intellectual orientation	2.90	+1.16
3.99	6	Humanism/Altruism	2.96	+1.03
3.96	7	Intellectual/Aesthetic environment	3.18	+0.78
3.94	8	Accountability/Efficiency	3.11	+0.83
3.82	9	Academic development	3.13	+0.69
3.70	10	Democratic governance	3.22	+0.48
3.63	11	Public service	2.75	+0.88
3.63	12	Social egalitarianism	3.01	+0.62
3.59	13	Innovation	2.81	+0.78
3.40	14	Freedom	3.44	-0.04
3.33	15	Cultural/Aesthetic awareness	2.84	+0.49
3.27	16	Social criticism/Activism	2.67	+0.60
3.12	17	Off-campus learning	2.21	+0.91
2.52	18	Advanced training	2.26	+0.26
2.40	19	Research	2.22	+0.18
2.09	20	Traditional religiousness	1.59	+0.50

APPENDIX F

IGI GOAL STATEMENTS BY GOAL AREA

IGI GOAL STATEMENTS BY GOAL AREA

Vocational Preparation

(1) To provide students an opportunity for training in specific careers -- i.e., Accounting, Nursing, etc.

(2) To develop educational programs geared to new and emerging career fields.

(3) To provide retraining opportunities for individuals whose job skills are out-of-date.

(4) To assist students in deciding upon a vocational career.

Community

(1) To maintain a climate where faculty commitment to goals of the institution is as strong as career commitment.

(2) To maintain a climate of open and candid communication throughout the organizational structure.

(3) To maintain a campus climate in which differences of opinion can be aired openly and amicably.

(4) To maintain a climate of mutual trust and respect among students, faculty and administrators.

Individual/Personal Development

(1) To help students identify their own personal goals and develop means of achieving them.

(2) To help students develop a sense of self-worth/self-confidence and a capacity for impact on events.

Individual/Personal Development (Continued)

(3) To help students achieve deeper levels of self-understanding.

(4) To help students be open, honest and trusting in their relationships with others.

Intellectual Orientation

(1) To train students in methods of scholarly inquiry, scientific research and problem solving.

(2) To increase the desire and ability of students to undertake self-directed learning.

(3) To develop students' ability to synthesize knowledge from a variety of sources.

(4) To instill in students a life-long commitment to learning.

Democratic Governance

(1) To create a system of campus governance genuinely responsive to concerns of all on campus.

(2) To develop arrangements for students, faculty and administrators to be significantly involved in campus government.

(3) To decentralize decision making on the campus to the greatest extent feasible.

(4) To assure that everyone may participate and be represented in making decisions which affect them.

Intellectual and Aesthetic Environment

(1) To create a climate in which students spend much free time in intellectual and cultural activity.

(2) To create a climate where students and faculty easily and informally discuss ideas and interests.

(3) To sponsor each year a rich program of cultural events, i.e., lectures, concerts, art exhibits.

(4) To create an institution known widely as intellectually exciting and stimulating place.

Meeting Local Needs

(1) To provide continuing educational opportunities for local area adults -- on part-time basis.

(2) To serve as a cultural center in the community served by the campus.

(3) To provide trained manpower for local area business, industry and government.

(4) To facilitate involvement of students in neighborhood and community-service activities.

Freedom

(1) To ensure that students are not prevented from hearing speakers with controversial points of view.

(2) To ensure faculty and students freedom to choose their own lifestyle (living arrangements, personal appearance).

(3) To place no restrictions on off-campus political activities by faculty or students.

Freedom (Continued)

(4) To protect the right of faculty to present unpopular or controversial ideas in the classroom.

Innovation

(1) To build a campus climate where continuous educational innovation is accepted as an institutional way of life.

(2) To experiment with different methods of evaluating and grading student performance.

(3) To experiment with new ways of individualizing instruction, such as tutorials, flexible schedule, etc.

(4) To create procedures so that curricular and instructional innovations may be readily initiated.

Academic Development

(1) To help students acquire depth of knowledge in at least one academic discipline.

(2) To ensure that students acquire a basic knowledge in humanities, and the social and natural sciences.

(3) To prepare students for advanced academic work at four-year colleges.

(4) To hold students to high standards of intellectual performance.

Social Egalitarianism

(1) To provide educational experiences relevant to the evolving interests of women in America.

Social Equalitarianism (Continued)

(2) To move toward and maintain open admissions and develop meaningful educational experiences for all admitted.

(3) To offer developmental and remedial programs in basic skills (reading, writing, mathematics).

(4) To provide educational experiences relevant to evolving interests of Blacks, Chicanos and Americal Indians.

Humanism/Altruism

(1) To encourage students to become conscious of the important moral issues of our time.

(2) To help students understand and respect people from diverse backgrounds and cultures.

(3) To encourage students to become committed to working for world peace.

(4) To encourage students to make concern for the welfare of mankind a central part of their lives.

Accountability and Efficiency

(1) To apply cost criteria in deciding among alternative academic and non-academic programs.

(2) To regularly provide evidence that the institution is actually achieving its stated goals.

(3) To be concerned about the efficiency with which the college operations are conducted.

(4) To be accountable to funding sources for the effectiveness of college programs.

Public Service

(1) To help those in disadvantaged communities get knowledge useful in improving communities.

(2) To work with governmental agencies in designing new social and environmental programs.

(3) To focus resources of the institution on the solution of major social and environmental problems.

(4) To be responsive to regional and national priorities when considering new educational programs.

Cultural/Aesthetic Awareness

(1) To increase students' sensitivity to and appreciation of various forms of artistic expression.

(2) To require students to complete some course work in the humanities or arts.

(3) To encourage students' artistic expression, i.e., in music, painting, film-making.

(4) To acquaint students with artistic and literary expression of non-western countries.

Social Criticism and Activism

(1) To provide critical evaluation of prevailing practices and values in American society.

(2) To serve as sources of ideas for changing social institutions judged unjust or defective.

(3) To help students learn how to bring about changes in American society.

Social Criticism and Activism (Continued)

(4) To be engaged, as an institution, in working for basic changes in American society.

Off-Campus Learning

(1) To encourage students to spend time off campus (study abroad, Vista) for academic credit.

(2) To participate in a network of colleges so students, by plan, may study on several campuses.

(3) To award the AA Degree for supervised study away from campus -- i.e., Extension, correspondence.

(4) To award some AA Degrees solely on the basis of performance on an acceptable examination.

Advanced Training

(1) To develop what would generally be regarded as a strong and comprehensive graduate school.

(2) To provide training in one or more of the traditional professions, such as Law and Medicine.

(3) To offer graduate programs in such "newer" professions as Engineering, Education, Social Work.

(4) To conduct advanced study in specialized problem areas -- through research centers and graduate programs.

Research

(1) To perform contract research for government, business or industry.

Research (Continued)

(2) To conduct basic research in the natural sciences.

(3) To conduct basic research in the social sciences.

(4) To contribute, through research, to the general advancement of knowledge.

Traditional Religiousness

(1) To educate students in a particular religious heritage.

(2) To help students become aware of the potentialities of a full-time religious vocation.

(3) To develop students' ability to understand and defend a theological position.

(4) To help students develop a dedication to serving God in everyday life.

UNIVERSITY OF CALIF.
LOS ANGELES

AUG 16 1974

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